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ABSTRACT

The Illinois Workforce Preparation Action Plan was developed to set workforce preparation policy directions and improve coordination of programs and services in the state. This report provides information on the goals, objectives, activities, and implementation of the Plan. Following a preamble and list of the Action Plan Task Force membership, the first part of the report describes the following six goals of the Plan: (1) academic and technical skills development; (2) current workforce skill advancement; (3) access to career information, education, and training; (4) transitions to work; (5) linking classroom and workplace learning; and (6) collaboration, quality, and accountability of the programs. Specific objectives and activities for each goal are then listed in detail. Next, implementation plans are presented for each goal, objective, and activity, highlighting the collaborators and local partners involved and describing tactics to be used to develop, implement, and evaluate each objective and activity. Finally, 47 current workforce preparation activities are summarized, including activities in the areas of academic standards, adult education, alternative education, student assessment, career and labor market information, international education, cooperative work study programs, customized job training and business assistance, education-to-work transition, learning technology, teacher professional development, and welfare reform. Includes a list of acronyms used in the report and an index. A list of state benchmarks for workforce preparation is appended. (TGI)

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ILLINOIS BOARD OF HIGHER EDUCATION
ILLINOIS COMMUNITY COLLEGE BOARD
ILLINOIS STATE BOARD OF EDUCATION
ILLINOIS DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS

WORKFORCE PREPARATION ACTION PLAN

WORKFORCE PREPARATION
ACTION PLAN TASK FORCE

May 7, 1996

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PREAMBLE

Change. Competitiveness. Quality. Customer. Global. Local. Partnership. Accountability. These words are used to discuss workforce preparation. They represent powerful forces that are shaping and reshaping the economy, the workforce, and public policy for the improvement of both. Rather than stabilize, these forces are likely to increase their effect on the future preparation of the workforce.

Change permeates consideration of how to prepare the workforce. *USA Today* reports that Jack Welch, CEO of General Electric, said "Commerce will change more in the next decade than it has in the last 100 years." Automation and technology are changing every aspect of commerce, and obsolescence of skills and equipment continually follows this rapid development. According to *Economic Leadership in Illinois*, globalization of the marketplace has brought "borderless" demand for goods and services and worldwide competition for high value-added industries and quality jobs.

The *Illinois Benchmark Report 1995* describes the Illinois economy as "large, diverse, and maturing. With a larger population than all but four states, Illinois is one of the nation's leading centers for manufacturing, agriculture, business and financial services, goods distribution, and trade. In the 1970-90 period, the state's economy faced a number of challenges: 1) the manufacturing sector began unprecedented downsizing in attempts to achieve productivity gains essential to survival in a competitive environment; 2) deregulation brought explosive growth in financial services, and more recently, the beginning of significant consolidations; 3) the whipsaw of droughts, floods, and record crops along with skyrocketing debt burdens created a crisis in the farm sector; 4) environmental regulation severely curtailed the growth of southern Illinois' mining activity; and 5) the increased openness of the U.S. economy and strong dollar abroad ushered in the beginnings of truly global competition in Illinois industries like tools, machinery, and farm construction equipment."

Changes in the economy have a significant impact on the skills workers need. The globalization of the economy requires new or restructured business practices--improved quality control, faster response time, and more customized service in both large international companies and in small local businesses. New skills are required to implement these new practices. The application of advanced technologies in nearly every industry is increasing the level of literacy workers need to gain and maintain employment and to advance on the job. New skill requirements and new jobs require workers better prepared to use information, make decisions, communicate clearly, solve problems, learn more skills, and change with the job.

Growth is very slow in the number frontline jobs that used to provide a living wage to technically unskilled high school graduates. Some jobs have changed and now require workers to have technical skills and the ability to lead production teams. Higher levels of skill in oral and written communication, mathematics, and computer use, as well as analytical skills, are required of workers in nearly every industry. Employees must be prepared to change and acquire skills for work that is often more complex and requires higher levels of literacy and technical knowledge. Increasingly, employers, current workers, and new entrants to the labor force need education and training to upgrade their academic and technical skills in order to increase competitiveness, adapt to technological change, or qualify for a better job.

National data projecting industry growth and occupational employment are developed by the U.S. Department of Labor, Bureau of Labor Statistics (BLS), and data on the earnings of U.S. citizens is gathered by the U.S. Department of Commerce, Bureau of the Census. Analyses of these data are published in the *Occupational Outlook Quarterly (OOH)* and *Monthly Labor Review*. In Fall 1995, analysis of the most current data showed a change in the structure of employment from 1994 to 2005. Employment is projected to grow in occupations requiring all levels of education and training, but

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jobs requiring more education and training clearly dominate those occupations that are growing the fastest and also have the highest pay rates. A November 1995 analysis of the education and training levels required in over 500 occupations shows a considerable disparity between the training requirements of occupations projected to grow quickly and those offering the most jobs through the year 2005. While the greatest number of openings will be in jobs requiring short-term, on-the-job training, occupations requiring various levels of postsecondary education and training are growing at strikingly faster rates. This reflects the increasing skill levels being required in many jobs as industries respond to economic change and technology advances.

Disparity is also evident in the earnings of people having various levels of education and training. In Spring 1995, the *OOH* reported that, in 1992, mean income rose steadily and dramatically among people who had continued their education and training after high school. Over their work life, estimated earnings range from $600,000 for high school drop outs to $3 million for persons holding professional degrees. The combined conditions of high job growth in occupations requiring various levels of postsecondary education and training and the significantly greater possibility of economic self-sufficiency for persons trained at these levels present a compelling case for vigorous efforts to improve the preparation of all learners with the skills needed for employment and for further education and training.

Improved workforce preparation results in both individual and state economic prosperity. In *Economic Leadership in Illinois*, this dynamic is framed in an integrated economic development perspective: "While traditionally economic development has focused on attracting industry and creating jobs, the goals of economic development have become quality jobs and a higher quality of life based on prosperous industries and growing employment." Sustained economic development requires and produces prosperous, competitive, and technologically up-to-date industries that, in turn, create jobs requiring skilled workers who can perform at higher levels and who, thus, earn higher wages for this performance. With higher levels of skill, workers are prepared to establish economic self-sufficiency and prosperity. At the same time, businesses have access to the kind of workforce needed to become--and remain--competitive.

The individual economic benefit realized through employment in jobs requiring higher levels of education and training is critical to breaking the cycle of poverty experienced by too many of Illinois' citizens--a cycle that strains both state and federal resources. Lawmakers and policymakers are working to reduce welfare spending and welfare dependency by restructuring welfare policies and reorganizing the allocation of welfare dollars. This is forcing the rethinking of how a broad range of education, training, retraining, and support services are provided to better prepare all learners with the higher level of skills needed for higher quality, higher paying jobs.

Increasingly, the public and private sectors are collaborating and cooperating to achieve the goals of individual and state economic prosperity through improved workforce preparation. Cooperation is growing among public sector agencies to coordinate services, avoid duplication, fill gaps in service, and increase effectiveness. Collaboration between workforce development agencies, programs, and providers and the private sector is flourishing in response to the demand to accurately target investment in creating the quality workforce needed for economic competitiveness and growth.

In Illinois, the Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Illinois State Board of Education (ISBE), and Illinois Department of Commerce and Community Affairs (DCCA) are building a collaborative relationship that has resulted in common workforce preparation policy directions and improved coordination of workforce preparation programs and services. This Workforce Preparation Action Plan is a result of collaboration by the partner agencies and the business, labor, and education and training communities.

The workforce preparation partner agencies have, to varying degrees, collaborated for many years. In 1990-91, however, the IBHE and ICCB worked with a public-private sector task force and

advisors from the ISBE to clearly identify higher education's role in workforce preparation and to formulate policies to fulfill that role. In 1992, the IBHE, ICCB, ISBE, and DCCA collaborated to construct common goals to improve the preparation of all Illinois youth and adults for economic self-sufficiency and to contribute high level skills and knowledge to the economic growth of the state. Progress toward meeting these goals proceeded somewhat independently, although the foundation had been laid for continuing collaboration.

In 1995, staff of the four agencies reviewed progress to date and recommended that a task force be formed to advise them on new needs and priorities. The IBHE facilitated forming the task force of representatives from the business, labor, and education and training communities. The Workforce Preparation Action Plan is the result of the Task Force's work.

The Action Plan is based upon several assumptions. First, many successful initiatives are already improving the preparation of Illinois' youth and adults for work and continuous learning. Second, existing policies, programs, and services can and must be strengthened to address changing economic, educational, social, and governmental needs and perspectives. Third, progress must be defined in terms of both individual and state economic prosperity. And, finally, the combined efforts of both the public and private sectors are required to address the complexity of developing higher levels of skills and knowledge among the state's diverse population. There is no simple solution; no one way to meet all needs. Progress requires simultaneous action on multiple fronts to meet common goals.

Each agency contributes resources and expertise to workforce education and training. For example, the IBHE is facilitating the Illinois Articulation Initiative with the ICCB to eliminate barriers to students transferring from one community college, college, or university to another. The ICCB is supporting seven Centers of Excellence in Adult Education at community colleges to conduct research in, demonstrate, and promote innovative methods and technologies in adult education. Under the leadership of the ISBE, standards are being developed in six areas of essential knowledge and skill that students need for employment and further education and training. The ISBE is supporting the work of the Illinois Occupational Skills Standards and Credentialing Council to develop technical skill standards for occupations employed in Illinois industries. The DCCA is facilitating the development of the Illinois Common Performance Management System to support joint accountability across workforce preparation programs and to provide information to the public for making informed career choices and decisions about education and training options.

Improvements in workforce preparation, so far, provide a strong foundation upon which to build. However, changes in the educational, economic, social, and governmental environments, as well as new developments--the Education-to-Careers system, expanded statewide telecommunications and learning technology resources, the creation of the Illinois Human Resource Investment Council, and the likely restructuring of federal funding for education, training, and social support services--call for coordinated, strategic, and effective action to accelerate change and improvements in workforce development.

The Workforce Preparation Action Plan structures existing, successful activities in a policy goal framework with new strategies designed to accelerate progress. Objectives and activities to meet these goals are laid out in The Action Plan and are notable in the new level of collaboration and accountability demonstrated among the agencies. Tactics are proposed for continued implementation of on-going activities and immediate development of new ones to address each objective. Target dates are proposed for accomplishing each. Measures are identified to evaluate progress toward meeting the objectives and to answer the question, "Are we making a difference?" Increased attention is paid to evaluating the satisfaction of customers, be they learners or employers, as well as to program performance. Throughout the Plan, the agencies identify both their leadership and collaboration responsibilities. And, the Task Force specified the public and private, state and local partners whose guidance and participation is essential to truly improve workforce preparation. This framework will

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adapt to new needs, conditions, and advancements identified in future reassessments of workforce preparation.

The goals of the Workforce Preparation Action Plan strike to the heart of improved workforce preparation: high skills; ability and opportunity to continue to learn; access to information and equity of opportunity to learn; barrierless progress to higher knowledge, skills, and employment; relevance of education and training to work; and assurance that, as consumers, both learners and employers are provided quality services for the investment of state dollars. Achievement of these goals will improve the quality, relevance, and availability of education and training programs and services for the current and future workforce--youth and adults, in-school and out-of-school learners, employed and unemployed workers, and traditional and nontraditional learners. Achievement of these goals also requires coordinated and concerted action by the partners to this Plan--business, labor, education, training, and government. The result will be a workforce prepared with the skills and knowledge needed to sustain economic growth and competitiveness for the state and to establish economic self-sufficiency for themselves and their families.

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WORKFORCE PREPARATION ACTION PLAN TASK FORCE

Robert J. English, Chairman

Mark Ayres
Business Manager
International Brotherhood of
Electrical Workers Local 34
Member, Governor's Task Force on
School-to-Work Transition
Member, Governor's Task Force on
Human Resource Development

Jerry D. Blakemore
Managing Partner, Sales, Goodloe, Golden
and Blakemore
Member, Illinois Board of Higher Education
Chair, IBHE Committee to Study Affordability
of Higher Education

Vernon Crawley
President, Moraine Valley Community College
Chair, Community College Presidents Council
Committee on Workforce Preparation

Dave Davis
All Staff Inc.
Member, Illinois Community College Board

Leonard Dominquez
Director of Policy, Chicago Board of
Education
Member, IBHE Committee to Study
Preparation of the Workforce

Robert J. English
President, PMA Financial Network, Inc.
Member, Board of Higher Education
Member, Illinois Human Resource Investment
Council
Chair, IBHE Committee to Study
Preparation of the Workforce
Member, Illinois Job Training
Coordinating Council
Member, Governor's Task Force on
School-to-Work Transition

Bernard M. Ferreri
Associate Vice Chancellor for Academic
and Occupational Programs
Chicago City Colleges

Edwin Griffith
Superintendent, Peoria School District #150

Joyce Heap
Member, Board of Trustees
Joliet Junior College

Gary Jewel
Director, Graduate Programs in Education
Aurora University

Dennis Keller
Chief Executive Officer
DeVry Inc.
Member, Illinois Human Resource Investment
Council

Nancy Krier
Vice President, Illinois Hospital and Health
Systems Association
Member, Illinois Occupational Skills Standards
and Credentialing Subcouncil on Health and
Social Services

Anne Ladky
Executive Director, Women Employed
Member, Illinois Human Resource Investment
Council
Member, Illinois Job Training
Coordinating Council

Robert Luther
President, Lake Land College
Member, Illinois Human Resource Investment
Council
Member, Illinois Job Training
Coordinating Council

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Lyle Neumann
Director of Intergovernmental Affairs
Illinois Department of Employment Security
Vice-Chair, Illinois State Board of Education
Member, Education-to-Careers Steering Committee

Charles Novak
President, Richland Community College

Barbara Oilschlager
System Services
Lake County Area Vocational System
Member, Board of Trustees
College of Lake County
Member, Illinois Human Resource Investment Council
Member, Illinois Council on Vocational Education

Roger Pelkey
Member, Illinois Human Resource Investment Council
Member, Education-to-Careers Steering Committee
Member, Illinois Council for Workforce Training

Gerald Schmidt
Training Manager, Caterpillar, Inc.
Member, Illinois Occupational Skills Standards and Credentialing Council
Member, IBHE Committee to Study Preparation of the Workforce

Jim Schultz
Director of Employee Development
Walgreen Company
Member, Illinois Human Resource Investment Council
Chair, Illinois Occupational Skills Standards and Credentialing Council
Member, Illinois Job Training Coordinating Council

Vince Seritella
Director of Planning, Quality, and Joint Venture Development
Motorola University
Member, Illinois Human Resource Investment Council
Chair, Illinois State Chamber of Commerce Education Committee

Robert Sheets
Director Research and Development
Business and Industry Services
Northern Illinois University
Member, IBHE Committee to Study Preparation of the Workforce

Tom Thornton
President, Illinois Coalition

Steve Tozer
Professor of Education
University of Illinois at Chicago

John Washburn
Chair, Department of Workforce Education and Development
Southern Illinois University at Carbondale
Member, IBHE Committee to Study Preparation of the Workforce

Marsha Zierk
Teacher
Central High School
Member, Governor's Task Force on School-to-Work Transition
Member, Board of Directors
Illinois Education Association

WORKFORCE PREPARATION ACTION PLAN

GOALS

GOAL I. ACADEMIC AND TECHNICAL SKILLS DEVELOPMENT

All learners should achieve high standards of academic, analytical thinking, technical and professional, and employability skills so they are well-prepared for employment and further education and training.

GOAL II. CURRENT WORKFORCE SKILL ADVANCEMENT

Current workers should continuously upgrade their academic, technical/professional, and employability skills to assure the relevance of their skills to changing work requirements.

GOAL III. ACCESS TO CAREER INFORMATION, EDUCATION, AND TRAINING

All persons, including those not in the workforce, should have access to high quality career information and to equitable participation in education and training in order to attain personal and family economic self-sufficiency and to improve the economic development of the state.

GOAL IV. TRANSITIONS TO WORK

All learners should be able to make smooth transitions through the education and training system and into the workplace.

GOAL V. LINKING CLASSROOM AND WORKPLACE LEARNING

Learners throughout the education and training system should achieve high levels of skill and knowledge through programs designed to link classroom learning to the world of work.

GOAL VI. COLLABORATION, QUALITY, AND ACCOUNTABILITY

All learners should be assured of the quality, efficiency, and accountability of workforce development programs.

OBJECTIVES AND ACTIVITIES

GOAL I. ACADEMIC AND TECHNICAL SKILLS DEVELOPMENT

All learners should achieve high standards of academic, analytical thinking, technical and professional, and employability skills so they are well-prepared for employment and further education and training.

A. Improve the academic and higher order thinking skills of all learners.

1. Establish academic standards for elementary and secondary education in order to improve the academic and analytical thinking skills of all students starting at the earliest levels.

2. Establish assessment and credentialing systems to measure and document student achievement of the academic standards.

3. Incorporate the academic standards and assessment systems into academic and occupational curricula.

4. Establish educational options for at-risk and out-of-school learners and learners with disabilities to achieve the same elementary and secondary academic standards and credentials as other learners.

B. Improve the technical and employability skills of all learners.

1. Establish technical and related employability skill standards that meet the requirements of the state's industries, are linked to academic standards, and are jointly developed by business, labor, and education.

2. Establish assessment and credentialing systems to measure and document learner achievement of the technical and employability skill standards.

3. Incorporate the technical standards and assessment systems into technical and occupational programs.

C. Improve the basic academic skills of adult learners.

1. Establish academic standards for Adult Basic Education, Adult Secondary Education, and English as a Second Language programs that are comparable to the elementary and secondary academic standards.

2. Establish assessment and credentialing systems, comparable to the assessment and credentialing of elementary and secondary academic skills, to measure and document learner achievement of the adult education academic standards.

3. Incorporate the adult education and English as a Second Language academic standards and assessment system into curriculum and instruction by all providers.

4. Support efforts to assist public assistance clients and school leavers to achieve adult education academic standards and credentials comparable to those in elementary and secondary education.

5. Improve the quality, accessibility, and delivery of adult education and literacy programs through coordination among all adult education and literacy providers.

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GOAL II. CURRENT WORKFORCE SKILL ADVANCEMENT

Current workers should continuously upgrade their academic, technical/professional, and employability skills to assure the relevance of their skills to changing work requirements.

A. Improve the literacy level of the current workforce.

1. Continue and increase support for workplace literacy programs.

2. Increase the number of businesses and employees receiving needs assessment and workplace literacy or basic academic skill training.

B. Continuously increase the technical/professional and employability skills of the current workforce.

1. Improve the quality and delivery of customized needs assessment, training, and technical assistance to business in technical skills, work habits, and advanced management and production processes, and increase the state's capacity to provide these services.

2. Continue to increase the proficiency of the technical and professional workforce through public/private college and university degree programs, seminars, and noncredit instruction in advanced theory, practice, and research.

3. Expand availability of off-campus baccalaureate completion and master's degree programs at locations convenient to placebound students and via telecommunications to facilitate their career advancement.

GOAL III. ACCESS TO CAREER INFORMATION, EDUCATION, AND TRAINING

All persons, including those not in the workforce, should have access to high quality career information and to equitable participation in education and training in order to attain personal and family economic self-sufficiency and to improve the economic development of the state.

A. Increase the quality and reliability of labor market information.

1. Develop new products to improve the quality, reliability, and usefulness of labor market information.

2. Enhance existing career and labor market information products to improve their quality and useability.

3. Participate in the development and maintenance of a nationwide system of state and local labor market information.

B. Expand the availability and use of career planning information and guidance on labor market trends, technical and professional skill requirements, and education and training options.

1. Increase career awareness among learners of all ages by engaging local Education to Careers Partnerships in sharing career information, including information on employment options and expectations, and providing workplace learning experiences.

2. Increase the career information and guidance resources available to current and prospective students/learners, parents, teachers, trainers, and career guidance personnel through educational institutions, libraries, and via telecommunications networks, electronic databases, and the Internet.

3. Develop and enhance systems to help all individuals access information to make informed career choices and education/training decisions and arrangements for referral to programs and services through the One-Stop Career Center Network.

4. Ensure the quality of career guidance through continuing professional development of teachers, trainers, guidance personnel, and administrators at all levels of education and training in the use of career information and its integration into assessment and instruction.

C. Expand statewide education and training resources through the use of technology to improve learning and increase access to education and training that would not otherwise be available.

1. Integrate technology and computerized learning resources in education and training sites, such as schools, community colleges, public/private colleges and universities, businesses, One-Stop Career Centers, and job training sites.

2. Provide training and professional development in the effective use of learning technologies and telecommunications to teachers/faculty, trainers, businesses, and other education and training providers.

3. Increase the number and use of two-way interactive audio and video classrooms in educational institutions, businesses, hospitals, and other education and training sites.

4. Coordinate telecommunications and information technology initiatives across the state to create a technology infrastructure that maximizes statewide compatibility, connectivity, and access.

D. Expand financial assistance options for low-income learners to enter education and training programs.

1. Expand higher education financial assistance programs for needy students.

2. Increase awareness among students, parents, and school personnel of financial assistance options available to help students attend college.

3. Provide financial assistance for economically disadvantaged youth and adults to participate in job training programs.

GOAL IV. TRANSITIONS TO WORK

All learners should be able to make smooth transitions through the education and training system and into the workplace.

A. Facilitate transitions from education and training programs to work and further education and training.

1. Establish the statewide Education to Careers transition system to ensure that all learners have high levels of academic and technical skills that meet employer needs, have both workplace and classroom experiences that connect education and training to work, and are prepared for employment or for further education and training.

2. Provide for acceptance of business training for credit in community colleges and public/private colleges and universities to facilitate the transition and progress of learners.

3. Provide universal public access to job search and placement services, including information and services to economically disadvantaged youth and adults, dislocated workers, and persons with disabilities, at One-Stop Career Centers to facilitate transitions through the workforce development system and to work.

4. Improve and expand second chance education programs to prepare at-risk and out-of-school youth to attain academic, occupational, and employability skills in order to obtain and retain employment.

5. Expand use of education programs by public assistance clients and persons with disabilities to increase the employability of those lacking job skills.

B. Improve the transition of students from high school to community college programs to baccalaureate degree programs.

1. Implement the Illinois Articulation Initiative's transferable General Education Core Curriculum developed through collaboration by community college and public/private college and university faculty and staff.

2. Continue to develop and implement articulated curricula in professional and academic majors from the associate's degree to the baccalaureate degree through collaboration by faculty, practitioners, and employers.

3. Develop and implement model articulated curricula in occupational and technical fields from high school to the community college associate of applied science degree and into related baccalaureate degrees through collaboration by secondary and higher education teachers and faculty, practitioners, and employers.

C. Identify barriers to the transition of learners and job seekers from education and training to work and develop mechanisms to overcome these barriers.

1. Examine barriers to the transition of high school graduates into postsecondary education and develop policies and practices to address them.

2. Improve the availability of information and services to support informed career choice and decisions about education and training options and providers through One-Stop Career Centers.

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GOAL V. LINKING CLASSROOM AND WORKPLACE LEARNING

Learners throughout the education and training system should achieve high levels of skill and knowledge through programs designed to link classroom learning to the world of work.

A. Expand workplace learning experiences at all levels of education and training.

1. Address barriers to employer and labor union sponsorship of workplace learning and mentoring experiences for learners and implement strategies to enable and encourage them to expand participation.

2. Support private sector apprenticeship programs by providing related technical and academic instruction.

3. Increase the number and quality of workplace experiences available to learners at all levels of education and training.

B. Enhance the ability of teachers, faculty, and trainers to help learners achieve high level academic and technical skills linked to workplace applications.

1. Review current policies and procedures regarding the preparation, certification, and professional development of school personnel and recommend an integrated state policy for enhanced teacher preparation, licensure, and inservice training.

2. Increase and coordinate the availability, quality, and use of professional development opportunities for teachers/faculty, trainers, and staff in using academic, technical, and adult education standards; integrating academic and technical instruction; assessing student achievement of standards; designing complementary classroom and work-based learning experiences; and using new technologies in instruction.

3. Provide opportunities and incentives for employers and workplace learning supervisors to participate in professional development activities to connect classroom and workplace learning, use academic and technical skill standards, and teach and mentor learners.

4. Provide professional development opportunities to providers of business related needs assessment and corresponding customized training services.

GOAL VI. COLLABORATION, QUALITY, AND ACCOUNTABILITY

All learners should be assured of the quality, efficiency, and accountability of workforce development programs.

A. Foster quality and efficiency in workforce development programs through statewide cooperation among business, labor, education, and job training partners.

1. Continue to establish and support the Education to Careers System through broad-based collaboration at the state and local level.

2. Initiate activities of the Illinois Human Resource Investment Council in areas of mandated responsbility.

3. Implement activities of the Joint Education Committee in areas of mandated responsibility.

B. Develop and implement a common performance management system and expand accountability systems for education and training programs.

1. Design and implement the Illinois Common Performance Management System with performance-based accountability, continuous improvement, and joint ownership among partner programs.

2. Expand higher education accountability data and data sharing to improve monitoring of student progress.

3. Enhance the public university and community college High School Feedback Reports for high schools to use to improve curricula.

4. Review Illinois workforce benchmarks developed to date; recommend enhancements and implementation strategies.

C. Design a system of quality assurance to certify training providers and/or training programs.

1. Develop a certification process to use in qualifying providers and/or programs for the receipt of public funds to provide career preparation and workforce development activities.

2. Develop a collaborative process to incorporate business expectations and educational standards into the certification system.

WORKFORCE PREPARATION ACTION PLAN

IMPLEMENTATION PLAN

GOAL I. ACADEMIC AND TECHNICAL SKILLS DEVELOPMENT

All learners should achieve high standards of academic, analytical thinking, technical and professional, and employability skills so they are well-prepared for employment and further education and training.

A. Improve the academic and higher order thinking skills of all learners.

1. Establish academic standards for elementary and secondary education in order to improve the academic and analytical thinking skills of all students starting at the earliest levels. *Lead Agency: Illinois State Board of Education (ISBE)*

2. Establish assessment and credentialing systems to measure and document student achievement of the academic standards. *Lead Agency: ISBE*

3. Incorporate the academic standards and assessment systems into academic and occupational curricula. *Lead Agency: ISBE*

4. Establish educational options for at-risk and out-of-school learners and learners with disabilities to achieve the same elementary and secondary academic standards and credentials as other learners. *Lead Agency: ISBE*

Collaborators: *Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Department of Commerce and Community Affairs (DCCA), Illinois Department of Public Aid (IDPA) School Attendance Initiative, Illinois Department of Rehabilitation Services (DORS), business and labor organizations, teacher organizations, school administration associations, secondary/postsecondary curriculum and discipline-specific associations*

Local Partners: *Local school boards; parent groups and organizations; teachers/faculty, school administrators, and curriculum developers; Education to Careers (ETC) Partnerships; Education for Employment (EFE) systems; Regional Offices of Education; employers; business and labor groups; community colleges; public/private colleges and universities; job training programs; community-based organizations; One-Stop Career Centers*

TACTICS (number) of the activity addressed	*TARGET DATE*
Development:	
(1) Develop, review, and adopt K-12 standards in seven basic academic skill areas	1996
(1) Integrate employability/workplace skills into academic standards	1996-ongoing
(1) Inform education, business/labor, and local communities about standards; promote their use	1996-ongoing
(2) Develop assessments to measure student achievement of academic standards	1997-1999
(2) Develop credential of academic skill attainment	TBD*
(2) Promote value and use of credential to business/labor, education/training, parents, learners	TBD
(3) Develop strategies for schools to integrate academic standards across the curriculum	1997-ongoing
(3) Relate academic standards and credential to college admissions and general education requirements; develop policies for coordination	1997-1998
(4) Design new educational options for at-risk, out-of-school youth, and learners with disabilities	1997-ongoing

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Implementation:	
(1) Disseminate standards and inform audiences	1996
(2) Implement assessment system	1999
(2) Initiate credentialing system	TBD
(3) Integrate standards into curricula and instruction	1997-2002
(3) Provide schools with technical assistance to implement revised curricula and instruction	1997-2002
(3) Incorporate standards criteria into program review, evaluation, and approval processes	1997-1999
(4) Establish educational options for at-risk and out-of-school youth, learners with disabilities	1997-ongoing
(4) Continue efforts to increase school attendance of children of public assistance families	ongoing
Evaluation:	
(1,2) Improved student academic performance	1998-ongoing
(2) Number and proportion of eligible students attaining credentials	TBD
(2) Credential incorporated by employers into hiring practices	TBD
(3) Standards incorporated into academic and occupational curricula	1997-2002
(3) Improved student performance shown in program review and evaluation	1999-ongoing
(3) Policies in place to coordinate academic standards and college admissions/general education	1998
(4) Achievement of students in new educational options	1997-ongoing
(4) Improved school attendance of children of public assistance families	ongoing

* To Be Determined

B. Improve the technical and employability skills of all learners.

1. Establish technical and related employability skill standards that meet the requirements of the state's industries, are linked to academic standards, and are jointly developed by business, labor, and education. *Lead Agencies: Illinois Occupational Skills Standards and Credentialing Council (IOSSCC), ISBE*

2. Establish assessment and credentialing systems to measure and document learner achievement of the technical and employability skill standards. *Lead Agencies: IOSSCC, ISBE*

3. Incorporate the technical standards and assessment systems into technical and occupational programs. *Lead Agencies: ISBE, ICCB, IBHE, and DCCA*

Collaborators: *Business and labor representatives and organizations, teacher organizations, statewide education organizations*

Local Partners: *Local school boards; parent groups and organizations; teachers/faculty, school administrators, and curriculum developers; Education to Careers (ETC) Partnerships; Education for Employment (EFE) systems; Regional Offices of Education; employers; business and labor groups; community colleges; ETC Partnerships; public/private colleges and universities; job training providers*

TACTICS	*TARGET DATE*
Development:	
(1) Develop technical, employability/workplace skill standards in occupations/occupational clusters	1997
(1) Inform education, business/labor, and local communities about standards; promote their use	1997-ongoing
(2) Develop assessments to measure achievement of technical skill standards	1997-ongoing
(2) Design credential/documentation of technical skill attainment for occupations/clusters	1997-ongoing
(2) Promote value and use of credential to business/labor, education/training, parents, learners	1997-ongoing
(3) Develop strategies for schools/community colleges to integrate technical and employability standards across the curriculum	1997
(3) Develop framework for relating academic standards to technical skill standards	1997

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Implementation:	
(1) Disseminate standards and inform audiences	1997
(2) Implement assessment system	1999-2002
(2) Initiate credentialing system	TBD
(3) Incorporate standards into secondary, community college, college, university, training curricula	1997-ongoing
(3) Incorporate skill standards into program review, evaluation, and approval processes	1998-2000
(3) Relate academic standards to technical skill standards for occupations/clusters	1997-ongoing
Evaluation:	
(1,2) Improved student technical performance	1998-2000
(2) Number and proportion of students attaining credentials	TBD
(2) Credential incorporated by employers into hiring practices	TBD
(3) Improved student performance shown in program review and evaluation	1998-2000
(3) Standards incorporated into design of new programs	1997-ongoing

C. Improve the basic academic skills of adult learners.

1. Establish academic standards for Adult Basic Education, Adult Secondary Education, and English as a Second Language programs that are comparable to the elementary and secondary academic standards. *Lead Agencies: ISBE, ICCB*

2. Establish assessment and credentialing systems, comparable to the assessment and credentialing of elementary and secondary academic skills, to measure and document learner achievement of the adult education academic standards. *Lead Agencies: ISBE, ICCB*

3. Incorporate the adult education and English as a Second Language academic standards and assessment system into curriculum and instruction by all providers. *Lead Agencies: ISBE, ICCB*

4. Support efforts to assist public assistance clients and school leavers to achieve adult education academic standards and credentials comparable to those in elementary and secondary education. *Lead Agencies: ISBE, ICCB, IDPA*

5. Improve the quality, accessibility, and delivery of adult education and literacy programs through coordination among all adult education and literacy providers. *Lead Agencies: ISBE, ICCB*

Collaborators: *DCCA, DORS, Secretary of State Literacy Program (SOS), adult education organizations*
Local Partners: *Adult education providers in secondary schools, community colleges, and community-based organizations; Adult Education Area Planning Councils*

TACTICS	*TARGET DATE*
Development:	
(1) Adapt K-12 academic standards to adult learners	1996-1999
(1) Inform education, business/labor, and local communities about standards; promote their use	1997-ongoing
(2) Develop assessment system to measure adult learner attainment of academic standards	TBD
(2) Develop credential of adult education academic skill attainment	TBD
(2) Promote value and use of credential to business/labor, education/training, and learners	TBD
(3) Develop strategies for programs to integrate adult education standards into curricula	TBD
(4) Strengthen IDPA/ISBE/ICCB agreement to provide adult education to public assistance clients	1996
(4) Strengthen DORS/ISBE agreement to provide adult education to learners with disabilities	1996
(5) Coordinate adult education service through ISBE/ICCB interagency agreement	1996
(5) Develop standards and performance-based measures for adult education funding	1996

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Implementation:	
(1) Disseminate standards and inform audiences	1999
(2) Implement assessment system	TBD
(2) Initiate credentialing system	TBD
(3) Incorporate academic standards into adult education curricula and instruction	1999-ongoing
(4) Deliver adult education services to public aid population per IDPA/ISBE/ICCB agreement	1996
(5) Deliver adult education services per ISBE/ICCB interagency agreement	1996
(5) Deliver adult education services per ISBE/DORS interagency agreement	1996
(5) Implement performance-based funding of adult education programs	1996-ongoing
Evaluation:	
(1,2) Improved learner performance, such as grade level gain and program completion	TBD
(2) Number and proportion of learners attaining credentials	TBD
(3) Improved learner performance shown in program review and evaluation	TBD
(4) Improved learner performance among public assistance clients in adult education programs	1997-ongoing
(4) Improved performance among adult education learners with disabilities	1997-ongoing
(5) Analysis of actual performance compared to planned performance of program providers	1997-ongoing

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GOAL II. CURRENT WORKFORCE SKILL ADVANCEMENT

Current workers should continuously upgrade their academic, technical/professional, and employability skills to assure the relevance of their skills to changing work requirements.

A. Improve the literacy level of the current workforce.

1. Continue and increase support for workplace literacy programs. *Lead Agencies: SOS, ISBE*

2. Increase the number of businesses and employees receiving needs assessment and workplace literacy or basic academic skill training. *Lead Agencies: SOS, ISBE*

Collaborators: *ICCB, DCCA, Prairie State 2000 Authority (PS2000), statewide business and labor organizations*
Local Partners: *Business and labor groups, employers, workforce literacy providers in all settings*

TACTICS	*TARGET DATE*
Development:	
(1) Increase state support for workplace literacy programs, as funds are available	ongoing
(2) Collaborate with state/local business/labor organizations to promote literacy programs	ongoing
(2) Expand customized workplace literacy services available from both public and private providers	ongoing
Implementation:	
(1) Expand the SOS Literacy Program	ongoing
(1) Expand PS2000 grants to businesses for workplace literacy instruction	ongoing
(2) Expand Industrial Training Program (ITP) grants for workplace literacy training	ongoing
(2) Expand the ISBE Workplace Education Program	ongoing
(1,2) Promote availability of a variety of workplace literacy training options to business and labor	ongoing
Evaluation:	
(1) Continued/increased state support of workplace literacy programs	annual
(2) Attainment of company and employee goals for literacy level gains	annual
(1,2) Continued/increased number of grants to businesses/providers for workplace literacy training	annual
(1,2) Continued/increased number of businesses/employees receiving workplace literacy training	annual

B. Continuously increase the technical/professional and employability skills of the current workforce.

1. Improve the quality and delivery of customized needs assessment, training, and technical assistance to business in technical skills, work habits, and advanced management and production processes, and increase the state's capacity to provide these services. *Lead Agencies: DCCA, ICCB, PS2000, COMPETE Partners*

2. Continue to increase the proficiency of the technical and professional workforce through public/private college and university degree programs, seminars, and noncredit instruction in advanced theory, practice, and research. *Lead Agency: IBHE*

3. Expand availability of off-campus baccalaureate completion and master's degree programs at locations convenient to placebound students and via telecommunications to facilitate their career advancement. *Lead Agencies: IBHE, ICCB*

Collaborators: *Statewide business and labor organizations*
Local Partners: *Business and labor groups, employers, public and private business and training services, business modernization program providers, community colleges, public/private colleges and universities, Higher Education Regional Consortia, Higher Education Manufacturing Consortia*

TACTICS	*TARGET DATE*
Development:	
(1) Regularly collect employer feedback on public customized training services	ongoing
(1) Strengthen the services of college, university, and community college business/industry centers	ongoing
(1) Expand cooperation to improve delivery of state-supported customized training programs	ongoing
(1) Develop regional provider partnerships to improve delivery of COMPETE and other public business/industry services	1997
(1) Expand business and education participation in the Higher Education Manufacturing Consortia	ongoing
(1) Collect information on availability of higher education business and industry services	1997
(1) Promote to business/labor the variety/availability of public/private customized training services	ongoing
(2) Continuously assess the need for higher education professional development instruction	ongoing
(3) Determine need for off-campus/televised baccalaureate completion, master's degree programs	ongoing
Implementation:	
(1) Revise community college and other customized training curricula based on employer feedback	ongoing
(1) Expand customized assessment services from community colleges, other public/private providers	ongoing
(1) Coordinate delivery of COMPETE and other state-supported business/industry services	ongoing
(1) Form regional partnerships for cooperative delivery of higher education business services	1997
(1) Increase number of grants from PS2000/ITP for customized training; expand eligible providers	1997
(1) Produce and disseminate inventory of information on higher education business services	1997
(2) Establish higher education professional development programs and instruction, as needed	ongoing
(3) Establish off-campus and televised baccalaureate completion and master's programs, as needed	ongoing
Evaluation:	
(1) Increased skill gains resulting from improved training curricula	ongoing
(1) Increased company performance as a result of training	annual
(1) Increased employment and wage rates of trainees after training	annual
(1) High customer satisfaction with program/provider training	annual
(1) Increased customized services delivered by community college business centers	ongoing
(1) Improved delivery of COMPETE and other business/industry services	ongoing
(1) Increased number of education and business partners in manufacturing consortia	annual
(1) Expanded use of customized training and assessment services	annual
(1) Distribution and usefulness of higher education business services inventory	1997
(2,3) Increased availability of higher education professional development programs/instruction	ongoing
(2,3) Increased employer/learner satisfaction with higher education professional development	ongoing
(2,3) Higher levels of associate, baccalaureate, and master's degree completion among adults	ongoing

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GOAL III. ACCESS TO CAREER INFORMATION, EDUCATION, AND TRAINING

All persons, including those not in the workforce, should have access to high quality career information and to equitable participation in education and training in order to attain personal and family economic self-sufficiency and to improve the economic development of the state.

A. Increase the quality and reliability of labor market information.

1. Develop new products to improve the quality, reliability, and usefulness of labor market information. *Lead Agencies: Illinois Department of Employment Security (IDES), Illinois Occupational Information Coordinating Committee (IOICC)*

2. Enhance existing career and labor market information products to improve their quality and useability. *Lead Agencies: IDES, IOICC*

3. Participate in the development and maintenance of a nationwide system of state and local labor market information. *Lead Agency: IDES*

Collaborators: *DCCA, IOICC member agencies, U.S. Department of Labor*
Local Partners: *IDES Local Labor Market Economists; employers, business and labor groups*

TACTICS	*TARGET DATE*
Development:	
(1,3) Develop methodology to produce short-term occupational employment projections	1997
(2,3) Improve format and content of the state-supported HORIZONS Career Information System	1996-ongoing
(3) Participate in the development of the national America's Labor Market Information System (ALMIS) project and monitor progress in other states	1996-ongoing
Implementation:	
(1,3) Produce/disseminate short-term occupational employment projections for state and regions	1997-ongoing
(2) Continue production of long-term occupational employment projections	biennial
(2,3) Add skill standards and other new information to HORIZONS Career Information System	1997-ongoing
(3) Distribute and use state and national ALMIS products	1996-ongoing
Evaluation:	
(1,3) Usefulness and reliability of short-term occupational employment projections for state/local planning and individual career decision-making	1997-ongoing
(2) User satisfaction with HORIZONS Career Information System	ongoing
(2,3) User satisfaction with delivery of labor market information	ongoing

B. Expand the availability and use of career planning information and guidance on labor market trends, technical and professional skill requirements, and education and training options.

1. Increase career awareness among learners of all ages by engaging local Education to Careers Partnerships in sharing career information, including information on employment options and expectations, and providing workplace learning experiences. *Lead Agencies: ETC Agencies and Business Partners*

2. Increase the career information and guidance resources available to current and prospective students/learners, parents, teachers, trainers, and career guidance personnel through educational institutions, libraries, and via telecommunications networks, electronic databases, and the Internet. *Lead Agencies: ETC Agencies and Business Partners, IOICC*

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3. Develop and enhance systems to help all individuals access information to make informed career choices and education/training decisions and arrangements for referral to programs and services through the One-Stop Career Center Network. *Lead Agencies: DCCA, IDES*

4. Ensure the quality of career guidance through continuing professional development of teachers, trainers, guidance personnel, and administrators at all levels of education and training in the use of career information and its integration into assessment and instruction. *Lead Agencies: ISBE, ICCB, IBHE, DCCA, IDES*

Collaborators: *IDPA; statewide business, labor, and trade associations; teacher and education organizations*
Local Partners: *Local school boards, parent groups and organizations, faculty/teachers and school administrators, ETC Partnerships, employers, business and labor groups, One-Stop Career Centers, EFE systems, Illinois Articulation Initiative (IAI), schools, community colleges, training providers, public/private colleges and universities*

TACTICS	*TARGET DATE*
Development:	
(1) Continue to form local ETC Partnerships to facilitate career awareness among all learners	1996-ongoing
(1) Develop strategies to encourage businesses to participate in ETC career awareness activities	1996-ongoing
(2) Plan new strategies for enhancing the K-12 career guidance system	ongoing
(2) Develop "Guides to Career Choice" on specific occupations	1996-ongoing
(2) Collaborate to present college and university graduate/completer follow-up information	1996-1997
(2) Continue to develop IAI higher education transfer course database on the World Wide Web	1996-1997
(3) Develop database of labor market and career information resources at One-Stop Centers	1996-ongoing
(3) Design automated systems to access career information at One-Stop Career Centers/satellites	1997
(4) Develop career information and methods of use for education and training personnel	1996-ongoing
(4) Compile a library of career development material for teachers, counselors, and administrators	1996-ongoing
Implementation:	
(1) Integrate career information and workplace experience into the ETC system	1996-ongoing
(1) Establish on-going communication between One-Stop Career Centers and ETC Partnerships	1996-ongoing
(2) Pilot test career awareness program in grades 7-8	1996-1997
(2) Expand career guidance program in grades K-12	1996-1997
(2) Produce/distribute career information materials, such as "Guides to Career Choice" and the HORIZONS Career Information System	1996-ongoing
(2) Provide college and university graduate/completer follow-up information via print/other media	1997-ongoing
(2) Make IAI transfer course database and other transfer information available via WWW/Internet	1997-ongoing
(3) Establish career information databases and automated access systems at One-Stop Career Centers and satellite centers	1996-ongoing
(3) Make long- and short-term occupational employment projections available on Internet	1996-ongoing
(3) Install the HORIZONS Career Information System at all One-Stop Career Centers	1996-1998
(4) Conduct workshops for school/college personnel on the use of One-Stop Career Centers	1996
(4) Provide professional development for teachers, counselors, trainers, and career specialists in the use/availability of career information and its integration into assessment and instruction	1996-ongoing
Evaluation:	
(1-4) Student/user satisfaction with career guidance and information products and services	ongoing
(1) Expanded contact between employers and learners through the ETC system	1996-ongoing
(2) Increased career awareness among K-12 students	1996-ongoing
(2) Improved higher education information for career choice and educational decisions	1997-ongoing
(2) Improved transfer rates of postsecondary students	1997-ongoing
(2,3) Distribution of labor market and career information via print and electronic media	1996-ongoing
(3) Number of individuals served at One-Stop Career Centers and satellites	1997-ongoing
(4) Number and proportion of teachers, counselors, school administrators, and trainers receiving training in the use of career information resources, including the One-Stop Career Centers	1997-ongoing

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C. Expand statewide education and training resources through the use of technology to improve learning and increase access to education and training that would not otherwise be available.

1. Integrate technology and computerized learning resources in education and training sites, such as schools, community colleges, public/private colleges and universities, businesses, One-Stop Career Centers, and job training sites. *Lead Agencies: ISBE, ICCB, IBHE, DCCA, IDES*

2. Provide training and professional development in the effective use of learning technologies and telecommunications to teachers/faculty, trainers, businesses, and other education and training providers. *Lead Agencies: ISBE, ICCB, IBHE, DCCA, IDES*

3. Increase the number and use of two-way interactive audio and video classrooms in educational institutions, businesses, hospitals, and other education and training sites. *Lead Agencies: IBHE, ICCB*

4. Coordinate telecommunications and information technology initiatives across the state to create a technology infrastructure that maximizes statewide compatibility, connectivity, and access. *Lead Agencies: Illinois Department of Central Management Services, ISBE, ICCB, IBHE, DCCA, IDES*

Collaboration: *Higher Education Regional Consortia, ISBE Regional Technology Hubs, Illinois State Library, SOS*
Local Partners: *Local school boards, teachers/faculty and school administrators; employers; business and labor groups, community colleges, public/private colleges and universities, elementary and secondary schools, libraries, community centers, One-Stop Career Centers, Illinois State Library Regional Directors*

TACTICS	*TARGET DATE*
Development:	
(1) Expand technology development assistance to schools	1996-ongoing
(1) Expand integration of technology resources in higher education institutions	ongoing
(1) Determine One-Stop Career Center products and services to be available via Internet	1996
(2) Identify training needs for One-Stop Career Center products and services	ongoing
(3,4) Continue establishing telecommunications-based instructional delivery systems across the state	ongoing
(4) Develop a coordination strategy for education and training technology initiatives	1996-1998
(4) Enhance support to develop statewide technology infrastructure	1996-1998
Implementation:	
(1) Establish Internet connections in classrooms and other learning sites	through 1999
(1) Establish access to One-Stop Career Center products and services via Internet	1997
(1) Provide grants to educational institutions to develop technology infrastructure and integrate technologies into curricula	through 1999
(2) Expand professional development for teachers/faculty and trainers in the use of teaching and learning technologies	ongoing
(2) Provide training on One-Stop Career Center hardware and software	1996-ongoing
(3) Continue to establish two-way interactive audio and video classrooms	ongoing
(4) Expand statewide connectivity of telecommunications and information networks	ongoing
Evaluation:	
(1) More schools, community colleges, colleges, universities, learning sites linked to Internet	annual
(1) Progress of educational institutions developing networks and integrating technology	annual
(2) Expanded use of technology and computerized learning resources by teachers/faculty/trainers	ongoing
(2) Participant satisfaction with training and professional development	ongoing
(3) Increased number of telecommunication-based instructional delivery sites	annual
(3) Increased availability of distance learning courses delivered via telecommunications	annual
(3) Increased number of students enrolled in telecommunication-based coursework	annual
(3) Increased use of teaching/training technologies by businesses	ongoing
(4) Progress toward statewide telecommunications and information technology connectivity, including One-Stop Career Center Network	ongoing

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D. Expand financial assistance options for low-income learners to enter education and training programs.

1. Expand higher education financial assistance programs for needy students. *Lead Agency: Illinois Student Assistance Commission (ISAC)*

2. Increase awareness among students, parents, and school personnel of financial assistance options available to help students attend college. *Lead Agency: ISAC*

3. Provide financial assistance for economically disadvantaged youth and adults to participate in job training programs. *Lead Agency: DCCA*

Collaborators: *IBHE, ICCB, IDES*
Local Partners: *Community colleges, public/private colleges and universities, One-Stop Career Centers, job training providers*

TACTICS	*TARGET DATE*
Development:	
(1) Examine the feasibility of a financial aid program for students attending less than half-time	1996
(1) Expand financial aid for students with no family resources to pay for college	1996
(2) Continue development of Higher-EdNet national database of financial assistance information	ongoing
(3) Develop two-year plans for delivery of job training services through One-Stop Career Centers	1996
(3) Develop state strategy for implementation of a voucher payment mechanism	1997-1998
Implementation:	
(1) Pilot test and evaluate a program of financial aid to students attending less than half-time	1997
(1) Initiate the Illinois Incentive for Access Program for college freshmen without family resources	1996
(2) Provide access to financial aid information, including the Higher-EdNet system, in educational institutions and One-Stop Career Centers	1996-ongoing
(3) Provide access to job training programs at One-Stop Career Centers	ongoing
Evaluation:	
(1) Increased number of low-income students receiving financial aid	ongoing
(2) Number of inquiries to Higher-EdNet system for personalized student financial aid information	ongoing
(3) Compliance with Job Training Partnership Act (JTPA) Performance Standards	ongoing
(3) Illinois Common Performance Management System (ICPMS) measures, i.e. job placement	1996-ongoing

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GOAL IV. TRANSITIONS TO WORK

All learners should be able to make smooth transitions through the education and training system and into the workplace.

A. Facilitate transitions from education and training programs to work and further education and training.

1. Establish the statewide Education to Careers transition system to ensure that all learners have high levels of academic and technical skills that meet employer needs, have both workplace and classroom experiences that connect education and training to work, and are prepared for employment or for further education and training. *Lead Agencies: ETC Agencies and Private Sector Partners*

2. Provide for acceptance of business training for credit in community colleges and public/private colleges and universities to facilitate the transition and progress of learners. *Lead Agency: ICCB*

3. Provide universal public access to job search and placement services, including information and services to economically disadvantaged youth and adults, dislocated workers, and persons with disabilities, at One-Stop Career Centers to facilitate transitions through the workforce development system and to work. *Lead Agencies: DCCA, IDES*

4. Improve and expand second chance education programs to prepare at-risk and out-of-school youth to attain academic, occupational, and employability skills in order to obtain and retain employment. *Lead Agencies: ICCB, ISBE*

5. Expand use of education programs by public assistance clients and persons with disabilities to increase the employability of those lacking job skills. *Lead Agencies: IDPA, DORS*

Collaborators: *Statewide business and labor organizations, teacher and education organizations*
Local Partners: *Local school boards, parent groups and organizations, teachers/faculty and school administrators, ETC Partnerships, EFE Systems, Regional Offices of Education, employers, business and labor groups, schools, community colleges, public/private colleges and universities, job training providers, chapters of training and development associations*

TACTICS	*TARGET DATE*
Development:	
(1) Continue to form local ETC Partnerships of business, labor, education, parents, students, and others that meet the state/federal requirements of at least one-half private sector membership	1996-ongoing
(1) Develop local ETC plans for implementing skill standards, gathering employer input for curriculum development, and linking school-based and work-based learning	1996-ongoing
(1) Form partnerships with human resource, training/development professionals and associations to assist in designing and developing programs and courses that meet employer requirements	1996-ongoing
(2) Continue to assist businesses to participate in the American Council on Education's Program on Noncollegiate Sponsored Instruction (PONSI) to establish academic credit equivalency for corporate training	ongoing
(3) Develop improved automated job search and job skills matching systems for One-Stop Centers	1997
(3) Design automated information system to support comprehensive case management in One-Stop Career Centers; determine training needs of case managers	1996-ongoing
(4,5) Develop a collaborative process among education/training, One-Stop Career Centers, IDPA, and DORS to provide educational services, including workplace learning, to youth, adults, public assistance clients, and persons with disabilities	1996-1997
(4,5) Develop a cooperative agreement between One-Stop Career Centers and IDPA to provide support services to public assistance clients who already receive other services	1996

Implementation:	
(1) Initiate ETC goals and plans in local education and training programs	1996-ongoing
(1) Expand establishment of Tech Prep programs among high schools and community colleges	ongoing
(1) Establish work-based learning programs to prepare high school students to obtain employment directly after graduation	ongoing
(1) Contact local employment agencies, human resource personnel, employment professionals, and their associations for inclusion in ETC planning and implementation	1996-ongoing
(1,5) Establish school-based Partnership Academies for at-risk students	ongoing
(2) Expand participation of businesses in PONSI	ongoing
(2) Inform higher education institutions about credit for business training via PONSI	ongoing
(3) Implement automated job search and job skills matching systems at One-Stop Career Centers	1998
(3) Pilot test and implement the One-Stop Career Center case management information system statewide; provide technical assistance to case managers in its use	1996-1997 ongoing
(4,5) Expand coordinated delivery of education and support programs to at-risk and out-of-school youth, public assistance clients, and persons with disabilities	ongoing
(4,5) Provide support services to public assistance clients through One-Stop Career Centers	1996-ongoing
Evaluation:	
(1) Statewide establishment of ETC partnerships that meet requirements	1996-ongoing
(1) Increased employer input to curriculum development	1996-ongoing
(1) Increased opportunities for work-based learning linked to academic instruction	1996-ongoing
(1) More students enrolled in and completing Tech Prep and other work-based learning programs	annual
(1,5) Improved progress and retention of students through Partnership Academies	annual
(1,5) More students retained in education and training programs	annual
(1) Increased placement of students in employment or further education/training after secondary school or job training	annual
(2) More credit awarded to postsecondary students for corporate training	annual
(2) More businesses participating in PONSI	annual
(3) Satisfaction of users with job search/placement and case management services at One-Stops	ongoing
(4,5) Participation and achievement of students/learners in second chance education programs	ongoing
(4,5) Improved academic/technical/employability skills and job placement of public assistance clients and persons with disabilities	ongoing
(4,5) ICPMS measures, i.e. job placement and earnings	1997-ongoing

B. Improve the transition of students from high school to community college programs to baccalaureate degree programs.

1. Implement the Illinois Articulation Initiative's transferable General Education Core Curriculum developed through collaboration by community college and public/private college and university faculty and staff. *Lead Agencies: IBHE, ICCB*

2. Continue to develop and implement articulated curricula in professional and academic majors from the associate's degree to the baccalaureate degree through collaboration by faculty, practitioners, and employers. *Lead Agencies: IBHE, ICCB*

3. Develop and implement model articulated curricula in occupational and technical fields from high school to the community college associate of applied science degree and into related baccalaureate degrees through collaboration by secondary and higher education teachers and faculty, practitioners, and employers. *Lead Agencies: IBHE, ICCB, ISBE*

Collaborators: *Illinois Articulation Initiative panels of faculty/teachers, administrators, practitioners, employers, and the Transfer Coordinators of Illinois Colleges and Universities*

Local Partners: *High schools, community colleges, public/private colleges and universities*

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TACTICS	*TARGET DATE*
Development:	
(2) Develop articulation agreements for professional and academic majors	ongoing
(1,2) Develop process for review and revision of articulated curricula	1997
(3) Develop articulation agreements for occupational and technical fields	ongoing
(3) Develop example for integrating occupational skill standards into articulated high school to community college curricula	1997
(3) Determine need for baccalaureate completion programs for A.A.S. degree programs	ongoing
Implementation:	
(1) Implement transferrable General Education Core Curriculum statewide	1998
(1,2) Review and revise articulation agreements as needed	1999-ongoing
(2) Implement articulated curricula in professional and academic majors statewide	1998-ongoing
(3) Implement articulated curricula in occupational and technical fields statewide	1998-ongoing
(3) Use skills integration example to establish more articulated curricula from high school to community college	1997-ongoing
(3) Establish baccalaureate completion programs for A.A.S. degree programs, as needed	ongoing
Evaluation:	
(1) Number of institutions participating in the General Education Core Curriculum	1998-ongoing
(1-3) Increased number of students transferring and successfully completing baccalaureate degrees	1998-ongoing
(1-3) Reduced time for students to achieve of educational objectives	ongoing
(2) Number of professional and academic articulation agreements completed and implemented	1998-ongoing
(3) Number of occupational and technical articulation agreements completed and implemented	1998-ongoing

C. Identify barriers to the transition of learners and job seekers from education and training to work and develop mechanisms to overcome these barriers.

1. Examine barriers to the transition of high school graduates into postsecondary education and develop policies and practices to address them. *Lead Agencies: ISBE, ICCB, IBHE*

2. Improve the availability of information and services to support informed career choice and decisions about education and training options and providers through One-Stop Career Centers. *Lead Agencies: DCCA, IDES*

Collaborators: *Joint Education Committee (JEC), Human Resource Investment Council (HRIC), statewide task forces, education organizations*

Local Partners: *One-Stop Career Centers and satellite centers, community colleges, public/private colleges and universities, high schools*

TACTICS	*TARGET DATE*
Development:	
(1) Develop policies for enrollment of advanced secondary students in postsecondary education	1997-1998
(1) Expand availability of systems for electronic transmission of educational transcripts	1996-ongoing
(2) Establish One-Stop Career Centers and satellite centers statewide	through 1998
(2) Strengthen cooperation/resource sharing among One-Stop Career Centers and satellite centers	1996-ongoing
Implementation:	
(1) Implement policies on secondary/postsecondary dual enrollment	1998-1999
(1) Expand use of systems for electronic transmission of transcripts	1996-ongoing
(2) Expand labor market, career, and education/training information and services available at One-Stop Career Centers and satellite centers	ongoing

Evaluation:	
(1) Increased number of students simultaneously enrolled in secondary/postsecondary education	1998-annual
(1) Increased use of systems for electronic transmission of transcripts	1996-ongoing
(2) Number of One-Stop Career Centers and satellites established statewide	1998
(2) Degree of cooperation/resource sharing among One-Stop Career Centers and satellite centers	ongoing
(2) ICPMS measures, i.e. job placement and earnings	1997-ongoing

GOAL V. LINKING CLASSROOM AND WORKPLACE LEARNING

Learners throughout the education and training system should achieve high levels of skill and knowledge through programs designed to link classroom learning to the world of work.

A. Expand workplace learning experiences at all levels of education and training.

1. Address barriers to employer and labor union sponsorship of workplace learning and mentoring experiences for learners and implement strategies to enable and encourage them to expand participation. *Lead Agencies: ETC Agencies and Private Sector Partners*

2. Support private sector apprenticeship programs by providing related technical and academic instruction. *Lead Agency: ICCB*

3. Increase the number and quality of workplace experiences available to learners at all levels of education and training. *Lead Agencies: ETC Agencies and Private Sector Partners*

Collaborators: *Bureau of Apprenticeship and Training; Illinois Manufacturers' Association; Illinois Business Roundtable; Illinois State Chamber of Commerce; Illinois AFL-CIO; Management Association of Illinois; other statewide business, labor, trade, and professional organizations, education organizations*

Local Partners: *Employers, business and labor groups, Tooling and Manufacturing Association and other local business organizations, school administrators, teachers/faculty, parent groups and organizations, ETC Partnerships, EFE systems, Regional Offices of Education, job training providers, community colleges, public/private colleges and universities, chapters of training and development associations, Consortium For International Education*

TACTICS	*TARGET DATE*
Development:	
(1) Determine capacity of Illinois business and labor to sponsor workplace learning and mentoring experiences at all levels of education, identify barriers, and develop incentives for participation	1996
(1) Obtain advice from ISBE Business-Education Council on business involvement in secondary education	1996-ongoing
(1) Form partnerships with local human resource personnel/employment managers and associations to help define job entry requirements for school- and work-based curricula and to establish worksite learning opportunities	1996-ongoing
(1) Develop a training program for worksite supervisors of work-based learning experiences	1996
(2) Collaborate with labor organizations regarding educational services for apprenticeship programs	1996
(3) Develop workplace learning opportunities through the ETC system	ongoing
(3) Provide technical assistance to business partners to create accessible, architecturally barrier-free worksites	ongoing
(3) Recommend increased support for the Cooperative Work Study Program (CWSP) that provides incentives to employers to offer workplace experiences for postsecondary students	1996
(3) Continue to develop opportunities for international work experiences for postsecondary faculty and students in business and fields affected by globalization of the economy	ongoing
(3) Develop information on higher education workplace learning requirements and options	1997
(3) Identify methods for linking student-found employment to students' educational programs and/or career goals	TBD

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Implementation:	
(1) Implement strategies to address barriers to business and labor sponsorship of workplace learning experiences; provide incentives for participation	1997
(1) Contact human resource/training and development professionals and their associations for participation in design/delivery of career development and worksite learning programs	1996-ongoing
(1) Provide training to worksite supervisors	1997
(2) Provide technical and academic instruction as part of apprenticeship programs	ongoing
(3) Require local business and labor partnerships as a condition for ETC funding	1997
(3) Establish work-based learning components in local ETC systems	1997
(3) Involve additional business/labor partners, community colleges, colleges/universities in CWSP	ongoing
(3) Provide additional international work experiences for postsecondary faculty and students	ongoing
(3) Disseminate information on higher education workplace learning requirements/opportunities	1997-1998
(3) Disseminate information on ways to link student-found employment to educational programs and/or career goals	TBD
Evaluation:	
(1-4) Number and quality of workplace learning opportunities available to all learners	1998
(1-4) Number of employers/labor organizations sponsoring workplace learning experiences	1998
(3) Number, achievement, and satisfaction of students in ETC workplace learning experiences	1999
(3) Number, achievement, and satisfaction of students in CWSP internships; level of CWSP support	annual
(3) Number, achievement, and satisfaction of students/faculty in international work experiences	annual
(3) Increased awareness of higher education work-based learning requirements and options	1998-ongoing
(3) Usefulness of methods to link student-found employment to educational programs/career goals	TBD

B. Enhance the ability of teachers, faculty, and trainers to help learners achieve high level academic and technical skills linked to workplace applications.

1. Review current policies and procedures regarding the preparation, certification, and professional development of school personnel and recommend an integrated state policy for enhanced teacher preparation, licensure, and inservice training. *Lead Agencies: ISBE, IBHE*

2. Increase and coordinate the availability, quality, and use of professional development opportunities for teachers/faculty, trainers, and staff in using academic, technical, and adult education standards; integrating academic and technical instruction; assessing student achievement of standards; designing complementary classroom and work-based learning experiences; and using new technologies in instruction. *Lead Agencies: IBHE, ICCB, ISBE*

3. Provide opportunities and incentives for employers and workplace learning supervisors to participate in professional development activities to connect classroom and workplace learning, use academic and technical skill standards, and teach and mentor learners. *Lead Agency: ISBE*

4. Provide professional development opportunities to providers of business related needs assessment and corresponding customized training services. *Lead Agency: ICCB*

Collaborators: *UIC/ISBE Task Force on Teacher Preparation, Certification, and Professional Development, teacher and statewide business, labor, and education organizations*

Local Partners: *Local school boards, teachers/faculty and school administrators, parent groups and organizations, business and labor groups, employers, community colleges, public/private colleges and universities, training and professional development providers, chapters of the American Society for Training and Development*

TACTICS	*TARGET DATE*
Development:	
(1) Recommend a redesign of teacher preparation, certification, and professional development	1996
(2) Design a statewide professional development system on standards, assessments, and technology	1997
(2) Increase resources to Vocational/Academic Instructional Practica and grant programs for teacher development to strengthen teaching of basic skills, science, and mathematics	1997
(2) Identify areas of needed professional development for local teachers through ETC proposals	1997
(3) Identify appropriate incentives for employers to participate in training for workplace instruction	1997
(4) Develop training opportunities for community college staff in customized assessment, training	annual
Implementation:	
(1) Implement recommendations to improve teacher preparation, certification, and professional development, including any needed legislative changes	1997
(2) Deliver professional development programs on standards, assessment, and use of technology	1997
(2,3) Collaborate with local ETC Partnerships to implement teacher/trainer professional development in linking classroom and workplace learning	1997
(3) Expand programs to train workplace mentors, meisters, and school staff to work together	ongoing
(3) Continue workplace supervisor training to businesses employing/mentoring youth in job training programs	ongoing
(4) Train staff of community college business/industry centers in customized assessment, training	annual
Evaluation:	
(1) Changes in legislation or rules required for licensure of teachers and other school personnel	1998
(2) Improved student achievement resulting from professional development of teachers/trainers	1998
(3) Improved student achievement resulting from professional development of employers and workplace supervisors	1999
(4) Improved employer satisfaction resulting from professional development of customized assessment and training staff	annual

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GOAL VI. COLLABORATION, QUALITY, AND ACCOUNTABILITY

All learners should be assured of the quality, efficiency, and accountability of workforce development programs.

A. Foster quality and efficiency in workforce development programs through statewide cooperation among business, labor, education, and job training partners.

1. Continue to establish and support the Education to Careers System through broad-based collaboration at the state and local level. *Lead Agencies: ETC Agencies and Private Sector Partners*

2. Initiate activities of the Illinois Human Resource Investment Council in areas of mandated responsbility. *Lead Agency: Governor's Office*

3. Implement activities of the Joint Education Committee in areas of mandated responsibility. *Lead Agencies: ISBE, IBHE, ICCB, HRIC*

Collaborators: *Office of the Lt. Governor, statewide business and labor organizations*
Local Partners: *Agency constituencies, ETC Partnerships, EFE Systems, parent groups and organizations, teachers/faculty and school administrators, employers, business and labor groups*

TACTICS	*TARGET DATE*
Development:	
(1) Continue development of state plan for establishing a comprehensive ETC system	ongoing
(1) Establish local ETC Partnerships and plans in all areas of the state	1996
(1) Provide technical assistance to local ETC partnerships in preparing local plans	ongoing
(1) Award planning grants to support local ETC planning	1996
(3) Appoint members to the JEC to develop/coordinate educational policies and programs	1996
Implementation:	
(1) Continue implementation of state and local ETC plans	ongoing
(2) Implement collaborative planning process among business, labor, and education via the HRIC	1996-ongoing
(3) Implement collaborative planning process among education agencies through the JEC	1996-ongoing
(1-3) Recommend to Governor strategies for implementation of federal workforce development block grant legislation	1996-1998
Evaluation:	
(1) State and local ETC plans implemented	1997-ongoing
(1) Full and satisfactory participation of business and labor in ETC	1997-ongoing
(2) Coordinated policies and delivery of workforce development programs	1996-ongoing
(3) Coordinated policies, initiatives, and delivery at all levels of education	1996-ongoing
(1-3) Recommendations for implementation of federal workforce development block grants	1996-1998

B. Develop and implement a common performance management system and expand accountability systems for education and training programs.

1. Design and implement the Illinois Common Performance Management System with performance-based accountability, continuous improvement, and joint ownership among partner programs. *Lead Agencies: DCCA, ICPMS Partner Agencies*

2. Expand higher education accountability data and data sharing to improve monitoring of student progress. *Lead Agencies: IBHE, ICCB*

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3. Enhance the public university and community college High School Feedback Reports for high schools to use to improve curricula. *Lead Agencies: IBHE, ICCB*

4. Review Illinois workforce benchmarks developed to date; recommend enhancements and implementation strategies. *Lead Agencies: HRIC, JEC*

Collaborators: *Community colleges, public/private colleges and universities, business and labor representatives*
Local Partners: *Adult education and job training programs, ETC Partnerships, high schools*

TACTICS	*TARGET DATE*
Development:	
(1) Develop ICPMS Customer Information System	1997
(1) Design ICPMS common performance database	1996
(2) Increase data available on student enrollment, progress, and graduation in shared database of community colleges, colleges, and universities	ongoing
(2) Create linkages among secondary and postsecondary student information systems	TBD
(3) Identify ways to enhance the usefulness of High School Feedback Reports	1996-ongoing
(4) Review workforce benchmarks developed by UTCC (Appendix)	1996
Implementation:	
(1) Expand state agency participation in ICPMS	1996
(1) Establish ICPMS database and Customer Information System	1997
(1) Implement ICPMS based on results of pilot test and public forums	1997
(2) Use expanded higher education data to report on progress and achievement of students	ongoing
(2) Use linked education information systems to expand monitoring of student progress across all levels of education	TBD
(3) Implement enhancements to the High School Feedback Reports	TBD
(4) Collect and report Illinois benchmark data	1997
Evaluation:	
(1) Usefulness of ICPMS data to inform individual users and state/local policy decision-makers	1997-ongoing
(2) Increased information on student progress and achievement in higher education used in policy development and program improvement	annual
(2) Increased information on student preparation and transition across levels of education used in policy development and program improvement	annual
(3) Usefulness of High School Feedback Report in high school curriculum improvement	TBD
(4) Progress of State compared to nation on benchmark measures	1997-annual

C. Design a system of quality assurance to certify training providers and/or training programs.

1. Develop a certification process to use in qualifying providers and/or programs for the receipt of public funds to provide career preparation and workforce development activities. *Lead Agencies: DCCA, ICPMS Partner Agencies, state certification/approval agencies*

2. Develop a collaborative process to incorporate business expectations and educational standards into the certification system. *Lead Agencies: HRIC, ICPMS Partner Agencies*

Collaborators: *Statewide business and labor organizations, education organizations*
Local Partners: *Adult education and job training programs, private business and vocational schools, community colleges*

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TACTICS	*TARGET DATE*
Development:	
(1) Design provider certification system with support from federal One-Stop Career Center grant	1997
(1,2) Build upon current quality assurance/approval processes of certification/approval agencies	1996
(1) Examine certification processes and principles of professional associations and educational accrediting bodies	1996
(2) Develop process to incorporate business expectations, education/training standards into system	1996
Implementation:	
(1,2) Implement training provider certification system	1997
Evaluation:	
(1,2) Creation of certification process applicable to training programs and providers	1997
(1,2) Evaluation of satisfaction with certification system by agencies, programs, and providers	1997-ongoing
(1,2) Usefulness of certification system to learners	1997-ongoing

CURRENT WORKFORCE PREPARATION ACTIVITIES

Academic Standards Project

The Illinois Academic Standards Project, under the leadership of the Illinois State Board of Education (ISBE), is identifying essential knowledge and skills that students should have in fundamental learning areas and foundational skills required for employment and citizenship. Teams of teachers, school administrators, community college and university faculty and staff, and business and education organizations are developing standards in mathematics, science, health and physical development, language arts, fine arts, social science, and foreign languages. The standards in each area are being benchmarked at various schooling levels: early elementary school, later elementary school, middle/junior high school, initial high school, and later high school. The benchmarks will provide direction for curriculum development and teaching to help students gain the knowledge and skills. Performance standards related to the learning benchmarks are being developed and will be used to refine the Illinois Goal Assessment Program (IGAP) which currently assesses elementary and secondary school student performance (see separate entry). Teacher training and professional development to use the new standards and benchmarks will be delivered to new and practicing teachers. Draft standards and benchmarks will be delivered for comment and review in 1996.

Adult Education

Adult Basic Education (ABE) and Adult Secondary Education (ASE) provide academic skill development at or below the twelfth grade level to adults who have never attended elementary or secondary schools or who left before obtaining a high school diploma. Adult students may acquire basic skills necessary to obtain or advance in a job, meet entrance requirements for vocational training, prepare to pass the General Education Development (GED) examination for a certificate of high school equivalency, or learn English as a second language (ESL). Adult education and literacy services are provided by public schools, community colleges, public and private nonprofit organizations, community-based organizations, correctional institutions, and colleges and universities. There are 41 adult education Area Planning Councils that develop annual plans for providing unduplicated services to local areas. Services include instruction, staff development, and support services based upon the educational needs of each area. The ISBE administers state and federal adult education funds. Illinois community colleges are the major provider of these programs. The Secretary of State's Literacy Office also provides community volunteer literacy, family literacy, and workplace literacy programs through a variety of providers.

Adult Education Service Center Network

The Adult Education Service Center Network, administered by the ISBE, is comprised of four centers that provide program improvement and staff development resources to adult education teachers, program administrators, support personnel, and literacy volunteers. Two are regional Centers located at Western Illinois University and Southern Illinois University at Edwardsville. The Adult Learning Resource Center in Des Plaines, Illinois, provides services statewide. The Statewide English as a Second Language Center is also located at the Adult Learning Resource Center in Des Plaines.

Alternative Education

Alternative education programs of study are designed for students experiencing difficulty performing in or completing a traditional course of study in a regular high school setting. Alternative programs are often provided to students who are at risk of dropping out of school or who have dropped out and then returned to complete their secondary education. A number of these programs are funded under the ISBE's Truants Alternative Educational Opportunities Program. Alternative education is not always compensatory or remedial. Some programs in nontraditional educational settings provide regular and high-achieving students alternative forms of education more conducive to their individual learning goals and styles.

America's Labor Market Information System (ALMIS)

America's Labor Market Information System is funded by the U.S. Department of Labor to improve state and local labor market information. The Illinois Department of Employment Security (IDES), on behalf of a public-private partnership of state agencies, academia, and businesses, was awarded a grant to develop

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a system to forecast short-term employment projections for implementation nationwide. Illinois is one of seven partnerships funded to conduct improvement projects as part of ALMIS. The Consortium is developing two-year forecasts (updated annually) of private employment in over 700 occupations, and quarterly forecasts extending to two years (updated quarterly) of private sector employment in 65 industries. Previously, only long-term projections over one or two decades was available. The Department of Commerce and Community Affairs is providing additional funds to expand the project to produce short-term projections for metropolitan areas as well as statewide. The short-term projections will be of significant use to business and education and training providers to understand, anticipate, and plan for changes in the economy and workforce needs. They also provide improved information to job seekers facing career choices, changes, or adjustments.

Assessment - Student Assessment: The Next Generation

Student Assessment: The Next Generation is a project team of the ISBE charged with developing the design and implementation plan for a complete student assessment system that is congruent with and able to measure student progress toward meeting the Illinois Academic Standards. The project team includes the ISBE, PTA, teachers, school superintendents, universities, assessment specialists, and employers. Together, they will translate academic content standards into performance standards and assessment mechanisms. These efforts will result in a consistent and comprehensive measurement system to provide students, teachers, parents, administrators, researchers, employers, and others an accurate picture of the progress of Illinois students toward reaching the academic standards.

Career and Labor Market Information

Accurate and reliable career and labor market information is being developed and made available to the public to assist in career, education, and training decision making and to businesses to assist them in making informed business decisions. This information is being developed and made available in several ways. Development, production, and dissemination of labor market information are primarily the responsibility of the IDES and the Illinois Occupational Information Coordinating Committee (IOICC), a cooperative venture of eleven state agencies to develop and disseminate labor market and career information. These two agencies, as well as DCCA, have responsibilities pertaining to analysis of labor market information.

Information from the IDES and other sources are analyzed and disseminated by the Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), ISBE, Department of Public Aid (IDPA), and the Department of Rehabilitation Services (DORS) to aid their various constituencies in program planning, employment advising, and job placement. Enhancements to current labor market and career information products are underway as part of the Education-to-Careers system (see separate entry), and the One-Stop Career Center Network (see separate entry).

Centers of Excellence in Adult Education

Centers of Excellence in Adult Education have been established at seven community colleges to improve teaching and learning in adult education and literacy programs. The Centers research, demonstrate, and promote innovative methods and technologies to improve adult education in reading, writing, mathematics, and communication. Centers have been established at Malcolm X College, Richland Community College, Waubonsee Community College, College of DuPage, Illinois Central College, College of Lake County, and South Suburban College. The Centers also are funded by the Secretary of State's Illinois Network for Literacy/Adult Resource Center to conduct research in best methods of adult education. Professional development services are provided to adult education instructors through a federal staff development grant.

Certification of Academic Skills

Methods of indicating the attainment of a high literacy standard in core academic subjects have been established in some states. These are usually benchmarked to the academic performance of students at about age 16 in those countries whose students perform best in each of the core academic subjects. In states where methods have been implemented, school systems prepare students to meet these standards by about age 16. Students who do not achieve the skills by that time are provided extra assistance to do so before high school graduation.

COMPETE

The Coalition for Manufacturing Performance Through Technology (COMPETE) helps small- and medium-sized businesses to become continuously improving, competitive firms through a statewide manufacturing modernization system that extends manufacturing technologies to the firms that need them. Through a combination of state and federal funds, a network of seven manufacturing centers have been established throughout the state. COMPETE is primarily administered by DCCA but includes many partners, such as the Illinois Coalition, Illinois Manufacturer's Association, Illinois State Chamber of Commerce, Management Association of Illinois, Tooling and Manufacturing Association, Illinois AFL-CIO, Argonne National Laboratory, IBHE, ICCB, colleges and universities, and other industrial associations, technical societies, and private business and labor organizations.

Consortium for International Education (ICIE)

The Illinois Consortium for International Education is composed of the 12 public universities, 44 community colleges, and 58 private colleges and universities. The ICIE is a vehicle for meeting statutory requirements to internationalize higher education in Illinois by implementing a five-year strategic plan initiated in 1994 by its members and the Illinois Board of Higher Education. The ICIE's activities are driven by the International Education Industry Advisory Council, a group of executives from multinational companies with vested interests in international workforce preparation. The focus of ICIE and its Industry Advisory Council is to enhance Illinois' competitiveness in the global marketplace via strong links between higher education, government, and industry.

Cooperative Work Study Program (CWSP)

The Illinois Cooperative Work Study Program Act, administered by the IBHE, awards grants to community colleges and public and private colleges and universities to support student cooperative work study programs. Through wage-matching incentives for employers, the program increases the number of positions available for students to gain work experience directly related to their academic programs, helps employers provide wages that reduce students' reliance on loans, enhances public-private sector partnerships, and encourages students to seek permanent employment in Illinois. Employers participate in the education and evaluation of the student and contribute matching funds for wages. Evaluations show that student participants average lower loan indebtedness, receive higher grade point averages, and have higher employment placement rates than nonparticipating students.

Customized Training and Business Assistance

Hundreds of partnerships between higher education institutions and businesses exist at both the state and local levels. Each community college district operates a business/industry center that provides customized training, entrepreneurship workshops, and cooperative activities with state and local economic development organizations. Services include technology and human resource assessment, quality control training, workplace literacy and basic education, federal procurement assistance, and individualized management assistance. Public and private colleges and universities deliver customized employee training; assistance to implement new technologies, quality/productivity systems, advanced management practices, and advanced manufacturing methods and technology; and technology-transfer and research linkages between institutions and industry.

Business assistance and customized training are also available through the Illinois Department of Commerce and Community Affairs (DCCA) Industrial Training Program (see separate entry) and the Prairie State 2000 Authority. Prairie State 2000 provides loans or grants to businesses or individuals in need of retraining and skill upgrading in new technologies or quality/productivity improvement systems in order to become more competitive or to remain employed.

Education for Employment (EFE) Systems

The creation of Education for Employment Systems is an initiative of the Illinois State Board of Education. Each system includes high schools and area vocational centers working with local community colleges and business and labor representatives to assess local education needs, validate programs, and plan activities to update program curricula, instructor skills, and equipment to meet the area's future education and

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employment preparation needs. The initiative began in 1985 when grants were awarded to school districts to gather information, inventory the regions' resources, develop advisory groups, and identify future program needs.

Education-to-Careers (ETC): the Illinois School-to-Work Initiative

The federal School-to-Work Opportunities Act calls for state and local partnerships of business, labor, and education to build statewide systems that prepare young people with the basic academic and technical skills needed for careers in skilled and profitable jobs and that increase their opportunities for further education. In Illinois, this system is called Education-to-Careers. The ETC is being designed cooperatively by the public and private sectors and will include school-based learning and career counseling, work experiences integrated with educational programs, activities that connect educators and employers, and diplomas and certificates that denote student attainment of state or national skill standards. Development of Illinois' ETC system has been guided by Governor Edgar's Task Force on School-to-Work Transition comprised of eleven business and labor representatives and the chairs of the IBHE, ICCB, and ISBE. Lieutenant Governor Kustra has chaired the Task Force that is charged to oversee the design of an Illinois system that is private-sector driven and serves all students, including drop-outs.

A committee of partner agencies, including the Governor's and Lieutenant Governor's offices, ISBE, ICCB, IBHE, DCCA, IDES, IDPA, DORS, the Illinois Departments of Corrections and Labor, and business, labor, and industrial association representatives, is working to develop an ETC plan for the state. Local coordination and planning for implementation of the ETC system is being carried out by community-based ETC Partnerships comprised of employers, labor, regional offices of education, community colleges, parents, students, Private Industry Council or local JTPA administration, the Education for Employment system, and regional offices of the Departments of Employment Security, Public Aid, and Rehabilitation Services. At least 50 percent of each local partnership must reflect the industrial and demographic composition of the employer community. It will also be gender balanced, include both management and labor, and include minority representation commensurate with the makeup of the area.

Higher-EdNet

Higher-EdNet is a computerized search system to help individuals locate scholarships and other sources of financial aid to help pay for a college education. The Higher-EdNet national database contains information on federal, state, institutional, and private scholarships, loans, and grants and is continuously updated with new information. Individuals provide information such as educational interests and goals, grade point average, and interests and activities. The Higher-EdNet system compares this information with the criteria of over 200,000 financial aid resources and provides a report identifying specific sources of financial aid for which they can apply. Access to the system is provided through the Illinois Student Assistance Commission.

Higher Education Manufacturing Consortia

The Higher Education Manufacturing Consortia are partnerships of community colleges and public and private colleges and universities that cooperate to strengthen economic development and increase the state's manufacturing capacity. Ten consortia provide services to companies to enhance their competitiveness, use telecommunications, and accelerate the use of advanced management and production processes. Over 30 institutions collaborate with area secondary schools, businesses, health care facilities, other education and training providers, trade and industrial associations, Chambers of Commerce, COMPETE program partners (see separate entry), technical societies, and others to deliver a variety of services such as needs assessment, modernization services and outreach, training, student internship and cooperative education opportunities, and research and technical assistance.

Higher Education Regional Consortia and Telecommunications Initiative

Ten regional consortia of higher education institutions covering all areas of the state were created in 1992 to identify high priority education and training needs in their region; coordinate the development of new programs to address these needs; facilitate resource sharing; and establish telecommunications-based instructional delivery systems linked at the local, regional, and statewide levels. Each consortium promotes collaboration with area secondary schools, businesses, and other education and training providers to achieve

quality and cost-effectiveness while avoiding duplication of efforts. Currently, consortia include all community colleges and public universities, 32 private institutions, and other education and business entities such as the Chicago Public Schools, Chicago Manufacturing Center, and Chicago Teachers Academy for Mathematics and Science.

The IBHE and ICCB are promoting telecommunications technologies to extend courses and programs to underserved areas and to deliver instruction directly to the workplace and in other locations where instruction is needed. Based upon recommendations of the two Boards, Governor Jim Edgar and the General Assembly approved a total of $30 million in fiscal years 1994 and 1995 for the development and expansion of statewide telecommunications-based instructional delivery systems. Regional consortia have established over 270 two-way interactive audio and video sites on- and off-campus at community colleges and public and private colleges and universities, 75 high schools, ten hospitals, six businesses, and one correctional center. Off-campus sites include the Great Lakes Naval Training Center, the Rock Island Arsenal, Fermi Lab, State Farm Insurance Company, Maytag Corporation, Chicago Manufacturing Center, and the Teachers Academy for Mathematics and Science. In addition, 18 mobile units have been equipped to serve eight high school districts and two hospitals. During the fall 1994 and spring 1995 semesters, the ten regional systems provided over 380 courses with over 7,000 enrollments at sites in every part of the state. In addition to course offerings, regional networks are being used for teleconferencing and the delivery of non-credit coursework.

High School Feedback Reports

High School Feedback reports are provided annually to high schools by the ten Illinois public universities that admit freshmen and by all of the community colleges. The reports from public universities provide two types of data: the names of each high school's recent graduates and the university at which they enrolled, and summarized information on the freshman year achievement of these students in English, mathematics, and science. Campus and statewide norms are also provided for comparison. Community college reports provide similar information in different formats. These data are supplied to high schools to assist teachers, counselors, administrators, and curriculum developers in targeting areas for strengthening to improve the preparation of their students for college-level work.

HORIZONS Career Information System

The HORIZONS career information system is an interactive system for career exploration and information retrieval produced by the Illinois Occupational Information Coordinating Committee (see separate entry). It is designed to serve individuals making career plans, including young people engaged in educational and career planning, school graduates undertaking the transition from school to work, and adults in career transition. The system describes Illinois occupations, education programs to prepare for these occupations, and Illinois schools where the programs of study are offered. Labor market information databases from other state agencies are used to provide statewide and regional employment, wage, and outlook information on the occupations. Additional information is provided on financial aid, scholarships, national colleges and universities, job search, and military occupations. HORIZONS is available from the IOICC via subscription.

Human Resource Investment Council (HRIC)

Like many states, Illinois recently passed legislation to create a Human Resource Investment Council to coordinate workforce development programs within the state. The HRIC will ensure that the state's workforce preparation programs and services are coordinated and integrated, measure and evaluate their performance and results, and provide ongoing oversight of programs. Members of the HRIC are representatives of business, industry, and agriculture; state officials representing education, job training, and economic development; and representatives of organized labor, secondary and postsecondary educational institutions, and community-based organizations. The HRIC assumes the duties of the former Illinois Job Training Coordinating Council, but does not assume or supersede the statutory authorities of the ISBE, ICCB, IBHE, or any state or local education agency.

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Illinois Articulation Initiative (IAI)

The Illinois Articulation Initiative was begun in 1993 to help students transfer among Illinois colleges and universities to complete a baccalaureate degree in a timely and economical manner. It is a joint effort of the IBHE, ICCB, and the Transfer Coordinators of Illinois Colleges and Universities, with hundreds of faculty members from more than 100 public universities, community colleges, and private colleges and universities. A transferable General Education Core Curriculum has been identified. Students who complete the Core at one Illinois college or university can apply it toward fulfillment of the general education requirements of another college or university after transfer. Statewide implementation of the General Education Core will begin with freshman entering in summer 1998.

Faculty panels are also developing articulated core curricula in various fields/majors from high school through the associate degree to the baccalaureate degree. Panels for programs in occupational and professional fields include representation from high schools, practitioners, employers, professional associations, licensure or certification agencies, and the Illinois Occupational Skills Standards and Credentialing Council (see separate entry), as appropriate. Seventeen panels have been established to date, with recommendations completed for nursing; clinical laboratory science; business; early childhood, elementary, and secondary education; engineering; psychology; and music.

A World-Wide Web site is being developed to provide information about the Initiative and transferable coursework to students, prospective students, parents, academic advisors, and guidance counselors.

Illinois Common Performance Management System (ICPMS)

The Illinois Common Performance Management System is being developed to support joint accountability across workforce development programs and is based upon the principles of outcomes-based accountability, continuous improvement, and information to support customer choice. The design and implementation of the system is being facilitated by DCCA in partnership with the Governor's Office, Bureau of the Budget, IDES, ISBE, ICCB, IDPA, and the Secretary of State Literacy Office. To date, common outcome measures and measurement strategies have been identified that include education and occupational skill attainment, employment and earnings, and customer satisfaction. The next steps in system development will be to continue pilot testing the outcome measures, produce performance management philosophy options, expand the ICPMS to include other state and local partners, assist in the design of a service provider certification system, and continue the development of employer measures.

Illinois Goals Assessment Program (IGAP)

The Illinois Goals Assessment Program is the state's assessment of elementary and secondary school student performance relative to the State Goals for Learning in reading, writing, mathematics, social sciences, and science. The IGAP is administered by the ISBE. Assessments in reading, mathematics, and writing are given in grades three, six, eight, and ten; social sciences and science assessments are conducted in grades four, seven, and eleven. After completion and adoption of the Academic Standards (see separate entry), the IGAP will be revised to reflect the standards.

Illinois Incentive for Access Program

The Illinois Incentive for Access Program was recommended in fiscal year 1997 to provide $9.0 million to establish a new grant program for freshman students who have no family resources to pay for college. Grants of $500 will be made to freshmen, and the IBHE and ISAC are examining the feasibility of providing larger grants to both first- and second-year students. The goal of the program is to promote retention of students in higher education and to reduce their dependence upon loans. A recent study by the General Accounting Office confirms that supplemental grants significantly reduce drop-out probabilities for low-income students. The Illinois Incentive for Access grant program will supplement existing need-based grant programs to improve the access and retention of approximately 18,000 students with no expected family contribution to pay for educational expenses.

Illinois Occupational Information Coordinating Committee (IOICC)

The Illinois Occupational Information Coordinating Committee was established in 1977 as part of a national network of state organizations funded by the U.S. Departments of Education and Labor to coordinate the delivery of occupational and career information in each state. The Committee itself is comprised of eleven agencies/entities: Eastern Illinois University, IBHE, ICCB, DCCA, IDES, ISBE, the Illinois Council on Vocational Education, and the Illinois Departments of Labor, Rehabilitation Services, and Public Aid. The member agencies provide direction and additional funding for the activities of the IOICC staff.

The IOICC produces career, labor market, and human services information in a variety of formats, such as computerized systems, books, and customized printouts. Career information is provided in the HORIZONS career information system (see separate entry). Statewide and regional industry and occupational employment projections from the IDES are distributed by the IOICC and combined with agency data to estimate supply and demand for occupations in Illinois. The IOICC also maintains the Illinois Resource Information System (IRIS), a statewide database of social services related to employment, family and individual counseling, financial assistance, and other support resources.

Illinois Occupational Skills Standards and Credentialing Council (IOSSCC)

The IOSSCC was established by legislation to advise the ISBE in the development of skill standards and credentialing systems for occupations and clusters of occupations in Illinois industries. The Council is currently engaged in identifying occupations/clusters for which standards are needed, verifying nationally developed standards for use in Illinois industries, and designing voluntary credentialing systems in these occupations. The occupations selected by the IOSSCC are those that require training, are projected to provide a large number of jobs in Illinois, provide moderate or high average wages, or provide career advancement opportunities that have demonstrated rapid earnings progression. The standards are intended to provide direction for occupational curriculum development, evaluation of student performance, and certification of particular skill levels required by employers.

The nine-member Council is comprised of representatives from business, industry, and labor. To date, the Council is developing standards for at least one occupation or cluster of occupations in each of seven industry areas. Other state workforce agencies have agreed to consider these standards in the design and improvement of occupational training programs, and the Common Performance Management System (see separate entry) plans to include the voluntary credential designed by the IOSSCC as an outcome measure.

Industrial Training Program (ITP)

Customized training and retraining are available to businesses through the Industrial Training Program administered by DCCA. The ITP gives grants to companies to train new employees or retrain the existing workforce to use new technologies, implement productivity improvements, prepare for career advancement, train for expansion to new export markets, instruct new or existing employees of companies moving to or expanding in Illinois, or provide the basic academic skills required for vocational or technical training. Grants also are given to groups of companies that contract with community colleges to meet common needs and to business and trade associations, such as the Illinois Chamber of Commerce, Illinois Manufacturers' Association, and the Management Association of Illinois, to provide training to their members.

Job Training Partnership Act (JTPA)

The federal Job Training Partnership Act is administered in Illinois by DCCA to support programs that assist economically disadvantaged youth and adults to increase their occupational and employment skills. The JTPA programs all provide services to prepare participants for work by improving their basic academic and occupational skills to improve their long-term employability, increase their earnings, and reduce their welfare dependency. Performance standards for JTPA programs cover such things as skill gains, employment, employment retention, and earnings. A Private Industry Council (PIC) of local business people, educators, labor leaders, and representatives of nonprofit social service organizations works with elected public officials to plan and operate programs that provide skills to match local employment needs. There are also JTPA Education Coordination Grants awarded to JTPA programs administered by the ISBE and ICCB.

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Joint Education Committee (JEC)

The Joint Education Committee, established by statute, is responsible "for developing policy on matters of mutual concern to elementary, secondary, and higher education." The membership has been three members of the ISBE and three members of the IBHE. Effective January 1996, the JEC is comprised of two members each from the IBHE, ISBE, ICCB, and the Human Resource Investment Council (see separate entry). The JEC collaborates on policy issues such as transitions from school to college and school to work, minority student achievement, teacher preparation and continuing professional development, and technology in education. The "responsibility for making recommendations concerning submission of any workforce development plan or workforce training program required by federal law or under any block grant authority" was added to the JEC's responsibilities in 1996.

Joint Task Force on High School Outcomes and College Admission

The Joint Task Force on High School Outcomes and College Admission was created in fall 1993 by the IBHE and ISBE staffs to explore the implications of changing high school curriculum, instruction, and assessment practices on the college admissions process. Comprised of representatives from six colleges and universities and four high schools/high school districts, the Task Force is currently testing the ability of a variety of high school student academic and other achievement measures to predict college freshman success. Based on its findings, the Task Force expects to recommend alternative achievement measures for use in college admission, as well as alternative methods for transmitting student information from high schools to colleges and universities.

Manufacturing Skills Standards Project

The ISBE, ICCB, DCCA, and IBHE are cooperating to pilot test manufacturing skill standards developed through a national project sponsored by the Council of Great Lakes Governors. Initially, entry-level skill standards are being pilot tested that are the foundational skills for all metalworking occupations. Consortia of high schools, community colleges, and public and private colleges and universities are participating to ensure smooth transitions for students into the labor force and, later, back to postsecondary education for further education and career advancement. The Illinois Articulation Initiative (see separate entry) intends to integrate these standards into the articulation agreement to be developed in manufacturing technology.

One-Stop Career Center Network

A statewide network of One-Stop Career Centers is being established to provide integrated access to programs and services for employment, education and training, and economic development. Each Center is being designed to fit local labor market conditions and customers' needs, but is part of a statewide network of centers. Access to and information about a broad array of unemployment, employment, and training programs will be available at one location. In addition to local information, each Center will offer a standard set of services that will be available to all Illinoisans. Each Center will be linked electronically to additional resources and satellite career centers, thereby vastly improving program access and convenience.

The DCCA and IDES are leading the implementation of these Centers with IDPA, ICCB, ISBE, DORS, and other state and local partners. Illinois has received a grant from the U.S. Department of Labor to establish the Centers and make use of state-of-the-art computer and telecommunications technology to increase access, quality, and efficient delivery. As currently planned, 55 Centers and 93 satellite offices, including community college campuses, will be established during the next three years.

Partnership Academies

Partnership Academies are three- to four-year school-within-a-school programs for grades nine through 12 organized around one or more career themes and operated as a business-education partnership. Academies integrate workplace competencies and vocational-technical education with core academic subjects. Students are block scheduled, moving together from class to class during the day, and are taught by the same team of teachers from year to year. By the eleventh grade, a mentor is assigned to each academy student to serve as a role model. Academic rigor and progressive worksite learning experiences prepare at-risk and other students for entry-level employment in the local job market and provide lifelong learning skills for further education upon graduation.

Program on Noncollegiate Sponsored Instruction (PONSI)

The Program on Noncollegiate Sponsored Instruction was established by the American Council on Education in 1974 to increase access to higher education for working adults. Through PONSI, college and university faculty evaluate training courses and programs offered by business, industry, labor unions, professional associations, and government agencies and make college-level credit recommendations for the courses and programs. The PONSI promotes academic recognition of these learning experiences to the nation's colleges and universities. Descriptions of evaluated learning experiences and credit recommendations are published in a *Directory of College Credit Recommendations* to guide college officials as they consider awarding credit to persons who have successfully completed evaluated noncollegiate instruction. The Program also maintains a computerized Registry of Credit Recommendations to provide a permanent record of students' PONSI-evaluated educational accomplishments.

Prairie State 2000 Authority (PS2000)

The Prairie State 2000 Authority gives loans and grants to businesses or individuals needing retraining and skill upgrading. Business can receive loans or grants to retrain their employees in new technologies or quality and productivity improvement systems in order to remain competitive. Grants are also available to individuals who must learn new technologies or quality/productivity systems in order to remain employed.

Quality Schools Initiative (QSI)

The Quality Schools Initiative is the ISBE's framework for an education system to prepare students to take their place in the future workforce as productive, responsible, and contributing adults. The QSI calls on all aspects of society--students, educators, parents, business, labor, and community members--to share the responsibility for improving schools. The QSI framework enables connections between elementary, middle, and secondary schools and between schools and the workplace. The QSI strategic plan outlines specific activities that support school improvement efforts on the state and local levels.

Secretary of State Literacy Office (SOS)

The Secretary of State Literacy Office awards grants to Illinois businesses who work in partnership with educational providers to upgrade employees' basic skills needed on the job. Business are funded to work with educational providers to assess educational skill levels of employees, determine the need for basic skills improvement, plan and deliver basic skills programs, and provide support services directly related to the program. Grants are matched with business resources to deliver basic skills programs in the worksite.

State Board of Education Learning Technology Initiatives

The ISBE has received state support to launch K-12 technology initiatives to support school improvement efforts and provide equitable, universal access to technology and telecommunications for all public school students and educators in Illinois. During 1995-1996, these efforts include a number of initiatives.

- Six regional Technology Learning Hubs have been established across the state to provide classes on integrating technology into learning and on how to access Internet for learning; assistance with technology planning and network design; access to research, information, experts, and peers; and connections to industry, higher education, libraries, and communities.
- Connectivity and networking initiatives include a statewide network for improved administrative efficiency, Internet "points of presence" at regional offices to provide affordable access to school districts, and training and technical support in network and Internet services.
- On-line curricular projects have been funded through grants to 292 schools to actively engage students in the use of learning technologies.
- Partnerships with four Illinois museums are providing access to museum artifacts, fine arts, and histories. Together with 98 schools, "web pages" are being designed by students and adults to bring museums on-line for students.
- Community-based strategic planning is underway by 36 economically challenged school districts across the state to develop a community-based plan to prepare students to live, learn, and work in a technological age. Funds will be available to implement these plans.
- The ISBE and Western Illinois University/Satellite Education Network are providing downlink services to many school districts through the TI-IN Network, a national educational network.

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State Council on Business-Education Partnerships

The Illinois State Council on Business-Education Partnerships is dedicated to the restructuring and renewal of the public educational system. Through the Partnership's work with the ISBE, the state system of public schools and the business community in Illinois are exploring issues and designing methods to improve education, foster school and business collaboration, and expand the common understanding of the challenges faced by education and business. The State Council is broadly representative of enterprises engaged in business, commerce, labor, agriculture, and manufacturing as well as education. The Council also strives for a balanced representation of urban, rural, and suburban businesses as well as various geographic regions of the state.

Student Information Systems

Information on the performance of students is being developed and used by the IBHE, ICCB, and ISBE to improve students' preparation for employment and further education.

To assess the success of university graduates in gaining employment or further education, public universities conduct follow-up surveys of baccalaureate graduates one-year, five-years, and ten-years after graduation. Information is collected on graduates' rates of employment, the relationship of their major to their subsequent employment, salary levels, further education, and satisfaction with their undergraduate education. While graduate follow-up surveys have long been used by individual universities in reviewing degree programs, now common survey items provide comparable information on all public university baccalaureate graduates that can be used to review programs and for statewide planning.

The IBHE and ICCB have worked with public community colleges and universities to create a shared student enrollment and graduation database. Data are analyzed periodically to evaluate the success of students, the effectiveness of institutions, and the ability of public higher education to serve the increasing number of nontraditional students who are employed and placebound or who transfer among several institutions in the process of earning a degree. Data from these files is being shared with the ISBE for the purpose of analyzing the postsecondary attendance and completion rates of high school vocational education students.

The ISBE's Vocational Information Management System provides annual records of secondary and adult vocational and technical education students, including demographics, special populations, program and course enrollments, and completions. At the secondary level, reports are available by Education for Employment region, school district, school building, and program area.

To improve the transition of high school graduates to postsecondary education, public universities and community colleges produce High School Feedback reports (see separate entry). The universities pool information on the attendance and performance of first-time freshmen at their institutions and share that information in one report to each high school from which students graduated. Community colleges provide comparable data in reports from each campus directly to the high schools. These reports are provided to high schools as tools for teachers, administrators, counselors, and curriculum specialists to assess the effectiveness of their graduates' preparation for college work and to target areas for strengthening.

Task Force on Teacher Preparation, Certification, and Professional Development

The University of Illinois at Chicago (UIC) and the Illinois State Board of Education received grants from the Joyce and MacArthur Foundations to conduct a study and make recommendations for redesigning Illinois' teacher preparation, certification, and professional development system. Attention is being given to the significance of collaborative roles among school districts, college and university teacher education programs, and the State of Illinois in supporting the development of this comprehensive system. A draft report will be disseminated for comment in the spring of 1996, with a final report expected by summer 1996.

Teacher Professional Development

The IBHE and ISBE cooperate to provide professional development opportunities for teachers through the federal Dwight D. Eisenhower Mathematics and Science Education Program and the Illinois Scientific Literacy Grant Program. Grants are awarded to higher education institutions and elementary and secondary

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schools to improve the teaching of science and mathematics. Inservice training is provided to current teachers and retraining in mathematics or science is available for teachers of other subjects.

Teacher education improvement also is supported by ISBE University Teacher Education Change Grants available to Illinois public universities with teacher preparation programs. These grants help teacher preparation programs plan improvements in the way teachers are educated to better prepare them to teach in the changing secondary school environment.

Increasingly, professional development for teachers is being provided via telecommunications. Western Illinois University provides distance learning for teacher professional development, and Waubonsee Community College is serving a growing number of teachers through telecommunications delivery of professional development instruction.

Tech Prep

Tech Prep programs are planned sequences of academic and technical coursework taught during the last two years of high school and during two years of postsecondary education leading to an Associate in Applied Science degree or a two-year apprenticeship. The sequence includes integrated academic and technical content, workplace skills, and instruction delivered both at a worksite and in the school/college setting. Some programs begin in the ninth grade and some articulate to baccalaureate degrees. Both the ICCB and ISBE provide grants to establish Tech Prep programs. To find ways to provide the work-based learning component of Tech Prep curricula in rural areas, the ISBE funded eleven rural high schools to develop models for meeting Tech Prep work-based learning requirements in low employment areas.

Vocational Instruction Practicum (VIP) and Academic Instruction Practicum (AIP)

The Vocational Instruction Practicum program is offered by the ISBE to vocational instructors, counselors, and administrators at high schools and community colleges to increase their ability to relate school to work. The program supports teachers to work with experienced industry personnel to learn the application of new technologies, business processes, and job requirements and then to plan classroom activities and instruction that relate to the latest practices and skills they observed in the workplace. To increase the integration of these same elements into academic instruction, the ISBE has established the Academic Instruction Practicum (AIP) to provide work experience professional development for academic instructors involved in Tech Prep programs.

Welfare Reform Initiatives

The Illinois Department of Public Aid has implemented a number of welfare-to-work initiatives to help welfare clients become self-sufficient. The JOBS program includes Project Chance, Opportunities, and the Teen Parent Initiative/Young Parent Services. JOBS provides job training, placement and education services, books and supplies, transportation, child care, and initial employment expenses. Specifically, the Teen Parent Initiative/Young Parent Services program requires all teen parents aged 18 and under to finish high school or earn a GED in order to receive Aid to Families with Dependent Children (AFDC) support. The School Attendance Initiative helps children of AFDC families to develop regular school attendance habits. Continuation of AFDC benefits is contingent upon resolution of issues that are causing absences and thus, improved attendance.

The Youth Employment and Training Initiative provides intensive intervention for at-risk, inner-city youth from AFDC families to help them complete school, avoid unwanted pregnancies, enhance values, and gain work skills. The Earnfare program provides work for jobless adults willing and able to work to earn a small paycheck and gain work experience while on food stamps. The Work Pays program provides incentives for AFDC clients to get a job and become self-sufficient. For every $3.00 earned, a client's grant is reduced by only $1.00, and they remain eligible for child care, food stamps, and Medicaid until their income reaches the poverty level.

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Work-Based Learning Strategies

The integration of school-based and work-based learning is both an innovative reform and a long-standing tradition. The attention of educators is being brought back to the benefits of integrating theoretical and applied learning by using the workplace as a learning laboratory that enriches the quality and relevance of classroom education. Tech Prep programs and the Education to Careers system (see separate entries) both seek to increase the impact of classroom learning by applying the skills and knowledge gained in the classroom in work experiences. In-depth work-site learning programs called "youth apprenticeships" are available for students who intend to enter the workforce immediately after high school graduation. Efforts are underway to increase the number of work-based learning sites available for students, and criteria are being developed to define quality in work-based learning experiences. The ISBE has developed a work-based learning handbook that defines these learning experiences, presents information about articulation between school-based and work-based learning, and helps identify business partners.

Community colleges provide work experiences that are linked to college-based instruction, training in workplace competencies, and instruction in specific industry skills. Examples include on-the-job training, job shadowing, and campus-sponsored enterprises, such as adult apprenticeships that are offered in collaboration with trade and labor organizations and provide direct training in trades such as construction, welding, and machine tooling. Work-based learning is required in all allied health programs as clinical experiences that provide opportunities for students to observe and learn from professionals in their field of study and to apply the skills they have learned in the classroom.

College and university internships, practica, inservice training, and clinical experiences are long-standing work-based learning requirements in professional preparation programs such as medicine, allied health, nursing, engineering, and teacher preparation. Many arts and sciences programs also offer opportunities for students to gain work experience directly related to their major, and cooperative education programs are offered by nearly all public and private colleges and universities. Each year, the Illinois Cooperative Work Study Program Act supports work-based learning through wage matching incentives for employers (see separate entry).

ACRONYMS

A.A.S.	Associate of Applied Science degree
ABE	Adult Basic Education
AFL-CIO	American Federation of Labor-Congress of Industrial Organizations
AIP	Academic Instructal Practicum
ASE	Adult Secondary Education
ALMIS	America's Labor Market Information System
COMPETE	Coalition for Manufacturing Performance Through Technology
CWSP	Illinois Cooperative Work Study Program
DCCA	Illinois Department of Commerce and Community Affairs
DORS	Illinois Department of Rehabilitation Services
EFE	Education for Employment Systems
ESL	English as a Second Language
ETC	Education-to-Careers
GED	General Education Development Certificate
HRIC	Illinois Human Resource Investment Council
IAI	Illinois Articulation Initiative
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICPMS	Illinois Common Performance Management System
ICIE	Illinois Consortium for International Education
IDES	Illinois Department of Employment Security
IDPA	Illinois Department of Public Aid
IGAP	Illinois Goals Assessment Program
IOICC	Illinois Occupational Information Coordinating Committee
IOSSCC	Illinois Occupational Skills Standards and Credentialing Council
ISAC	Illinois Student Assistance Commission
ISBE	Illinois State Board of Education
ITP	Industrial Training Program
JEC	Joint Education Committee
JTPA	Job Training Partnership Act
PONSI	Program on Noncollegiate Sponsored Instruction
PS2000	Prairie State 2000 Authority
QSI	Quality Schools Initiative
SCANS	Secretary's Commission on Achieving Necessary Skills U.S. Department of Labor
SOS	Secretary of State Literacy Office
UIC	University of Illinois at Chicago
VIP	Vocational Instructal Practicum
WWW	World Wide Web

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APPENDIX

Illinois Workforce Preparation Benchmarks

from

Competitiveness As a First Priority: Illinois Benchmark Report 1995
Illinois Job Training Coordinating Council

Economic Performance

Increase average annual pay (relative to nation)
Increase per capita income (1993 dollars per person)
Increase rate of business incorporation (per 1,000 population)
Increase job creation (percent change in nonagricultural employment)
Increase workforce participation by eligible workers
Reduce unemployment rate (percent)
Increase worker productivity (1990 dollars GSP per capita)

Children's Readiness to Learn

Reduce number of children living in poverty (percent)
Reduce teen high school dropout rate (percent)
Reduce percent of teens NOT working or in school

Educational Attainment

Increase SAT scores (out of possible 1,600 points)
Increase ACT scores (out of possible 36 points)
Decrease adult illiteracy (percent adults age 18-64)
Improve high school graduation rates
Increase K-12 enrollment rate (percent 5-17 year olds)
Increase adult education participation (per 1,000 population)
Increase student readiness (percent not ready to learn)

Workforce Training

Reduce the percent of workers without any training
Increase percent workers with upgrade training

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